DOCUMENT RESUME

ED 401 553 CS 215 561

AUTHOR	Levin, Mark
TITLE	Kids in Print: Publishing a School Newspaper.
REPORT NO	ISBN-1-56417-661-4
PUB DATE	97
NOTE	84p.; Published by Good Apple, Division of Simon & Schuster, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480. Original copies purchased from publisher's distributor contain diskette with clip art.
AVAILABLE FROM	Frank Schaffer Publications, 23740 Hawthorne Blvd., Torrance, CA 90505.
PUB TYPE	Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Audience Awareness; Childrens Writing; Classroom Techniques; Educational Strategies; Intermediate Grades; Journalism Education; Junior High Schools; Middle Schools; *School Newspapers; *Student Motivation; *Student Publications; *Writing for Publication
IDENTIFIERS	Adviser Role; *Scholastic Journalism; Writing Contexts

ABSTRACT

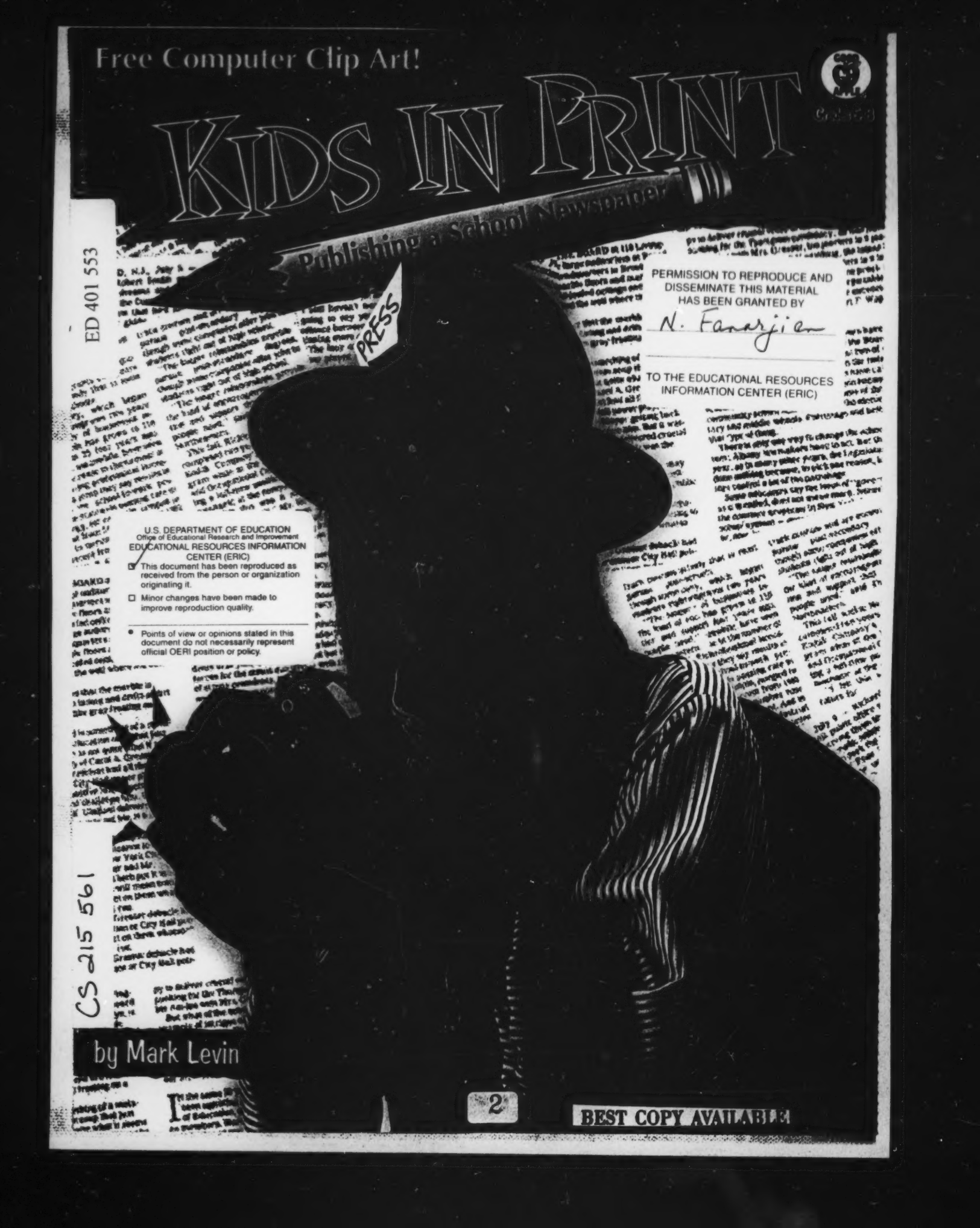
This book provides teacher-tested tips on organizing, teaching journalism skills, layout, and publication for school newspaper advisors for grades 5-8. The book contains a variety of reproducibles and a handy glossary to help motivate real-life writing experiences. It also has computer clip art on a disc. The book notes that publishing a newspaper fulfills many of the needs of a good writing program and offers other benefits, among those: student and faculty readership provides a real audience on an ongoing basis; deadlines hold students responsible and accountable; editing and rewriting (process-writing skills) are important parts of newspaper work; and in school newspapers, students have a voice--responsible articles and editorials can impact their lives in school. The book offers sections on organizing the classroom, the students, and the newspaper, as well as many useful blank forms. The book also gives suggestions for layout and design, photography, generating--and funding--the newspaper, and a budget worksheet. A resource section gives a list of five organizations, three books, six software programs, and three companies that produce specially designed paper. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Free Computer Clip Art!

KIDS IN PRINT

Publishing a School Newspaper



ED 401 553

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Fanarjian

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 215 561

by Mark Levin

BEST COPY AVAILABLE

This disk is IBM-compatible but can be read as well by Macintosh.

Minimum Macintosh requirements:
System 7.1, Macintosh IIs and up.

KIDS IN PRINT

Publishing a School Newspaper

by Mark Levin

CS2155761

Good Apple

**Thanks to the following, and others unnamed—
for ideas, suggestions, encouragement, and inspiration.**

Jane Miller, Freelance Journalist and Teacher, *Pittsburgh Post-Gazette,*
The Pittsburgh Children's Museum, Pittsburgh, PA

Jackie Merritt, Springport Elementary School, Springport, MI

David Meixelsperger, Waunakee Elementary School, Waunakee, WI

Pat Plourde, Glenelg Country School, Glenelg, MD

Laura Gardiner, Golda Meir School, Milwaukee, WI

Marian Yarus, Givhans Elementary School, Ridgeville, SC

Mark Graham, Bruceton School, Bruceton Mills, WV

Joan Bania, St. Ignatius Elementary School, Cleveland, OH

Claudia Sherry, Carolina Day School, Asheville, NC

Barbara Brahaney, Maple Street School, Vernon, CT

Editor: Susan Eddy

Good Apple
An Imprint of Modern Curriculum
A Division of Simon & Schuster
299 Jefferson Road, P.O. Box 480
Parsippany, NJ 07054-0480

© 1997 Good Apple. All rights reserved. Printed in the United States of America. This publication, or parts thereof, may not be reproduced in any form by photographic, electronic, mechanical, or any other method, for any use, including information storage and retrieval, without written permission from the publisher. Student reproducibles excepted.

ISBN 1-56417-661-4

1 2 3 4 5 6 7 8 9 MAL 01 00 99 98 97

Contents

Introduction 4

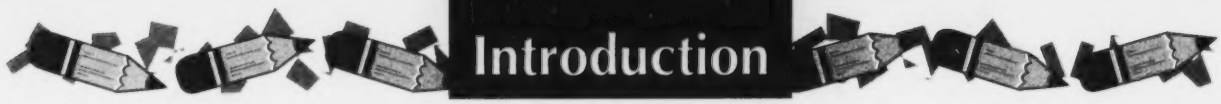
Getting Started 6
- Organizing the Classroom 6
- Organizing the Students 7
- Organizing the Newspaper 29

Teaching Journalism Skills 35
- Jargon 35
- Journalistic Style 39
- Editorial Style 44
- Editorial Cartooning 48
- Interviewing 51
- Hosting a Press Conference 55
- Proofreading and Editing 57

Publishing the Newspaper 58
- Layout and Design 58
- Photography 61
- Generating the Newspaper 66
- Funding the Newspaper 67
- Other Publishing Ideas 70

Assessment 72

Resources 75



Why Publish a School Newspaper?

When I first started teaching language arts, I had difficulty finding the right balance of skills instruction and creative thinking instruction for a good writing program—one that might make kids *want* to write. While some activities and prompt sheets seemed appropriate to me, and a few even sounded interesting to students, one question was invariably posed first—how long does it have to be?

I had heard and read that students often write better for "real" audiences. But the only real audiences I could think of were families, or the travelers of school hallways who would occasionally glance at the papers adorning the walls. I had never thought of asking students to write the news. And it certainly never crossed my mind that kids could publish a newspaper on a regular basis—and have fun doing it.

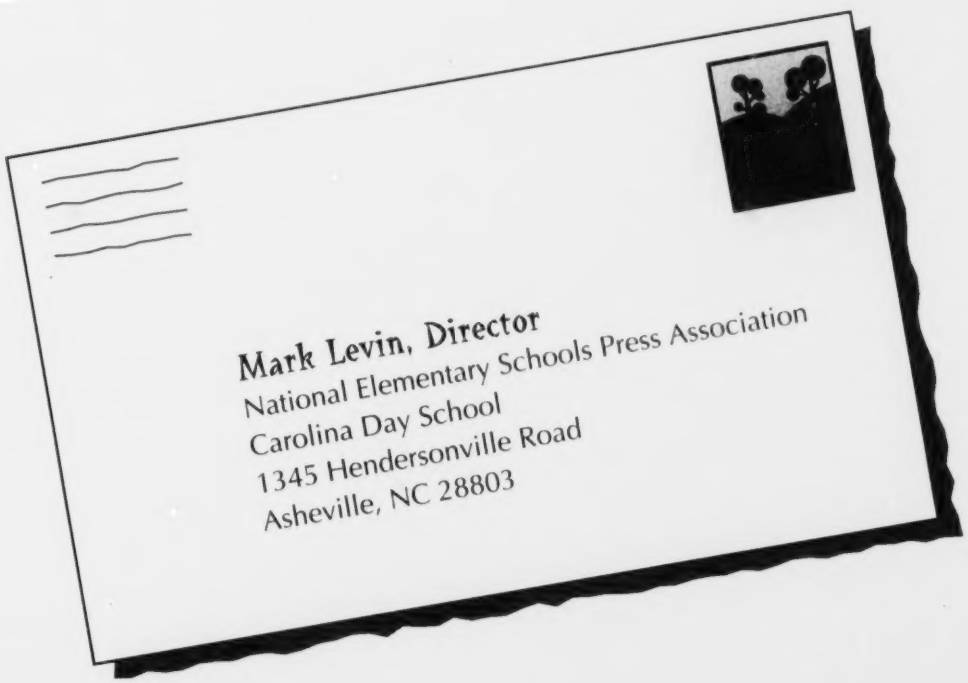
Once I hit on the idea of a school newspaper, I received unanimous support. And what I learned is that kids can do it all. Publishing a newspaper fulfills many of the needs of a good writing program and offers other benefits as well.

- ★ Student and faculty readership provides a real audience on an ongoing basis.
- ★ Students are encouraged to write about things that are meaningful to them—to "write what they know."
- ★ The guidelines of journalistic style provide structure and discipline.
- ★ Deadlines hold students responsible and accountable.
- ★ Editing and rewriting (process-writing skills) are an important part of newspaper work.
- ★ Students have a voice. Responsible articles and editorials can impact their lives in school.
- ★ Newspapers provide a variety of jobs and meet the needs of students of many persuasions.
- ★ Great newspapers require great cooperative effort.
- ★ Students learn and apply real-life skills by publishing a paper: organizing, prioritizing, meeting deadlines, creative problem solving.
- ★ School newspapers are terrific public-relations pieces to give to visiting or recently-arrived parents, real estate offices, community libraries, and chambers of commerce.

Never have I seen students more excited about writing as when working on the newspaper. Suddenly students are begging for a whole page for their stories or realizing that an issue will require four additional pages if all the news is to be covered. And the excitement doesn't wane. We begin working on ideas for the next issue while waiting for the current issue to arrive from the printer. Students take justifiable pride in their newspaper, and each issue provides an opportunity to brainstorm ideas for improvements in the next one. Publication of their articles validates students' work and their editorial opinions. When they are accountable to their reading public, students rise to the occasion magnificently!

There is no question that publishing a newspaper can be time-consuming. It also requires supreme organizational skills and flexibility. But it might just be the best thing you've ever done in your classroom! You'll find just about everything you'll need to get you started in this book: a glossary; guidelines for teaching journalism skills, for organizing your staff, for assigning jobs, for choosing "beats"; tips for layout, design, and publication; and lots of reproducibles for organization and assessment.

Finally, you'll find a list of resources to help you as you look for ways to make your newspaper better. Publishing a newspaper can provide enormous motivation for kids to write. What are you waiting for? And if you'd like to know about or join **NESPA, the National Elementary Schools Press Association,** call (704) 274-0758 ext. 397 or fax (704) 277-8832 for more information. Or you can write to me at the address below. I'll look forward to hearing from you and to seeing your newspaper!



Organizing the Classroom

It's not hard to set up a professional newsroom. Most of the bare necessities are already in your classroom or close by. No doubt there will be other things going on in your classroom besides publication of the newspaper—this should not pose any problems. As your journalistic endeavors become more ambitious, your needs will grow. Consider posting a sign outside your door so people will know that your classroom is also the headquarters of the school newspaper.

The Basics

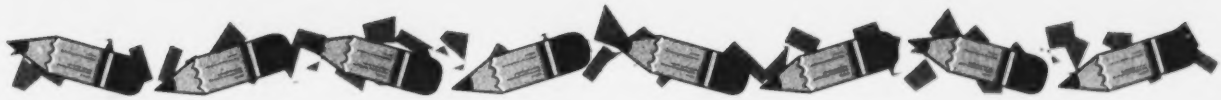
- ❑ Ruled paper
- ❑ Dictionaries
- ❑ Scissors, rulers, erasers
- ❑ Glue
- ❑ Fine-tipped markers
- ❑ Books of clip art
- ❑ File or pocket folders
- ❑ Copier access
- ❑ Clipboards
- ❑ Sign-out and sign-in forms for reporters using the library or computer lab

Nice to Have

- ❑ Thesaurus
- ❑ Almanac
- ❑ File cabinet or recycled copier paper boxes for file folders
- ❑ Word processor and printer (or typewriter)
- ❑ Professional stylebook from Associated Press or similar source
- ❑ Dedicated classroom space for your news/press room
- ❑ Computers with word processing and page layout software
- ❑ Extra floppy disks
- ❑ Software with computer-generated clip art
- ❑ Mailbox for each student
- ❑ Camera and film
- ❑ Manuals for layout and design
- ❑ Drafting table, T square, and triangles if paste-ups are done by hand

Wish List

- ❑ Telephone
- ❑ CD-ROM for at least one computer
- ❑ Laser printer
- ❑ Internet access, a home page for your newspaper, and E-mail to correspond with other schools
- ❑ Funds for professional printing
- ❑ Scanner for inputting your own photographs, clip art, cartoons, and so on
- ❑ Digital camera (to save the step of converting photos to halftones at the printer)



Organizing the Students

What They Need

All reporters need help getting organized. Ask that each student on the newspaper staff acquire a standard-size three-ring notebook that will be dedicated to newspaper work. It is important that students be able to add dividers or designate different sections in some way. In addition, provide each student with a file or pocket folder that will remain in the classroom. If space allows, you may wish to have the notebooks stored in the classroom as well. Suggested notebook divisions follow.

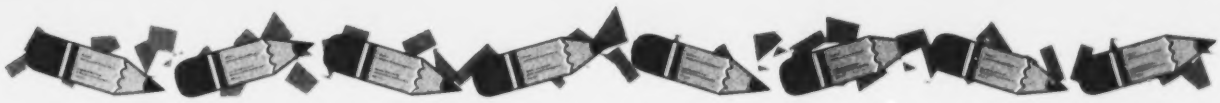
Current Issue
This is where notes and outlines are kept for stories that reporters are currently working on. Students may jot down their outlines, questions, headline and lead sentence ideas, and so on. Deadline schedules should also be kept here as well as style sheets and checklists (see pages 15–23).

Future Issues
This is where reporters can keep notes on stories they've been assigned for future issues as well as schedules detailing their deadlines.

Story Ideas
Good reporters should be always on the lookout for new and exciting story possibilities. Be sure students have a place to jot their ideas down. Your community paper may be a good source of ideas—your school library should have a subscription.

Contacts
Whenever students meet someone with an interesting past, present, or future, that person's name, address, and phone number should go in this section. When it's time to write the story, reporters will know where to go for information. After the article is published, reporters may send a complimentary copy of the newspaper to that person. Of course, contacts for stories-in-progress could go here as well as in the section for current work.

Business Cards and Press Badges
Invite an interested student to design business cards and press badges for members of your staff or use the pattern on page 28. These can be laminated and distributed to students to use as identification when they are out "getting a story." If possible, have students include pocket dividers in their notebooks for storing a supply of cards, a press badge, and other identifying credentials.

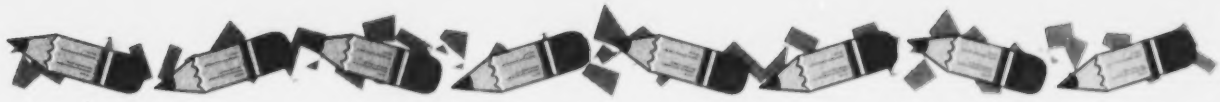


What They Do

It is highly desirable to turn over as much responsibility as possible to the students (more on this later). Be sure students realize that they may have to give up some of their free time to help organize the paper. Choose editors who will be able to make some decisions on their own, such as which articles go on which pages. Consider having two separate newspaper staffs, complete with two editors in chief *for each staff* (four in all). The two staffs may alternate—each publishing every other issue. This way, no one person gets all the blame or takes all the credit. It is often easier for students (and adults) to share responsibilities for decision-making.

Once you have done some work with students on journalism skills (see pages 35–57), it is time to assign staff positions. One effective and true-to-life method is to have students "apply" for the positions they want by filling out job applications (see page 11) or by writing you business letters. Brainstorm with students the different sections your newspaper will have. If possible, get several newspapers from other area schools for your students to examine and critique. They'll find things they like and things they don't care for. Incorporate their ideas, and be flexible—some students may insist on a fashion column and others may prefer book and movie reviews.

When you have solidified the list of jobs that will be available, invite students to fill out applications or write you letters using proper business format. In the letters they should give you their first and second choices of staff positions and tell why they would perform those jobs well. If you wish, you may ask students to include writing samples, or art samples if applying for a job as an editorial cartoonist. When you have all the applications, letters, and writing samples, you can easily set up your staff. Of course, you will want to give some priority to students who have worked on the newspaper in the past. In addition, you will want to try to set up mentoring relationships between experienced students and "cub" reporters.



Here are some jobs you may be filling. Keep in mind that no one newspaper will have all of these positions on staff, and you may need positions that do not appear on this list. You may wish to have students work in the same staff positions on at least two consecutive issues. This way they can build on experience from the first issue to the second.

Editor in Chief
This student or students oversees the entire newspaper. Their job is to see that all deadlines are met and that the paper goes to press on time. They also make editorial decisions when articles need to be shortened or cut altogether.

Assistant Editor
If you have only one editor in chief, you may wish to have a younger student act as assistant. This provides great on-the-job training for future editors in chief.

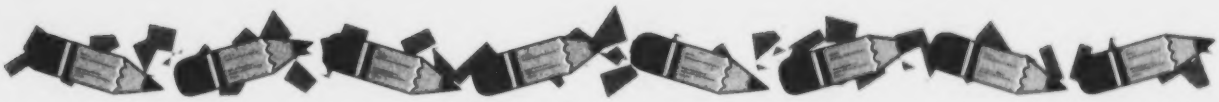
News Editor
This is the student in charge of the "hard" news section, as opposed to features. This may include both school and community news, such as class elections or a community zoning issue. This student will assign articles to news reporters and establish deadlines for those articles. He or she may also do some editing on those articles.

Feature Editor
This student is in charge of the "soft" news section. This may include both school and appropriate community news, such as social events and interviews. This student will assign articles to feature reporters and establish deadlines for those articles. He or she may also do some editing on those articles.

Sports Editor
This student or students (you may wish to have a girl and a boy if there is a great deal to cover) will write and edit sports news. There is rarely a need for more than two students on the sports staff. If your school is large, an additional reporter or two may work on this section.

Tracking Manager
This student keeps track of what was covered in each issue so that the same teacher isn't written up three times while someone else is never mentioned. This student would have a writing job as well.

©1997 Good Apple



Business Manager
This student is in charge of the day-to-day management of any funds received or spent. He or she should send thank-you notes for any donations received.

Circulation Manager
This student keeps track of subscriptions and sees that papers are distributed when they arrive from the printer. This includes deliveries to classrooms as well as the mailing of paid subscriptions, if any.

Art Director
This may be a job for one or two students, who are responsible for choosing clip art, drawing original art (where needed), and overseeing the look of the entire paper.

Book, TV, Movie, CD, or Restaurant Reviewers
One or two students may review a variety of media or a local restaurant for each issue of the newspaper. Remind them that they are writing an opinion piece and should follow the rules for editorial writing (see page 44).

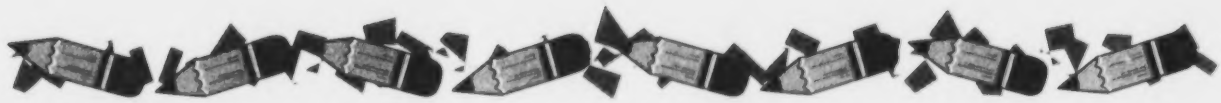
Horoscope
One student may enjoy creating a horoscope column each month. Old horoscope columns for reference may prove useful. Horoscopes are fun to write and are usually popular sections in the papers that choose to include them.

Advertising Manager
This is the student who receives classified ads, edits them for content and completeness, and organizes them for the newspaper. If your newspaper accepts display ads, the advertising manager may need a staff as well.

Roving Reporter
This student chooses an interesting, relevant question on which there may be many opinions and obtains those opinions from as many people as possible for his or her column.

Reporters
These students, while not in "management" positions, are assigned to write for certain sections of the newspaper, including the advice column, lost and found, and so on.

©1997 Good Apple



Job Application

Name _____

Address _____

_____

Phone _____ **Grade** _____

Homeroom Teacher _____ **Room** _____

Why do you want to be on the newspaper staff? _____

_____

_____

What staff position would you like? _____

Why would you like this job? _____

_____

_____

What is your second-choice position? _____

Have you worked on the newspaper before? _____

What job did you have? _____

I understand that if I am offered a job on the newspaper, I am taking on extra responsibilities and that my regular classwork must still be handed in on time.

Student's Signature _____ **Date** _____

©1997 Good Apple

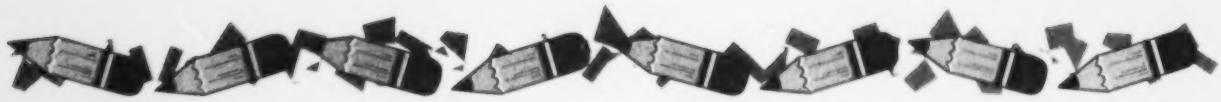
How They Do It

The section of this book entitled "Teaching Journalism Skills" (see pages 35–57) provides plenty of ideas for teaching writing skills to your staff. But writing is only the beginning! Here are some teacher-tested tips for ensuring that all aspects of the publication process are covered.

At the beginning of the year, teach students the basics of page layout. If you are not familiar with the software program you will be using, enlist the aid of your technology or computer instructor. Some programs, such as *Microsoft Word®* and *ClarisWorks®*, are limited in design options but are easy to learn. Others, such as *Pagemaker®*, are more difficult to learn but offer the option of more creative or customized layouts. If they do not already know these skills, students will need to learn how to open a new document, save the document, create columns, change font sizes, draw text blocks, draw graphic blocks for inserting cartoons or clip art, and use text wrap to place text around a graphic. Time spent early in the year learning the basics makes things run more smoothly down the line.

Keep in mind that this generation of students has practically grown up using computers. What seems daunting to you may literally be child's play for them. Invite students who have mastered the basics to help mentor others. There is a good chance a student or two will enter your classroom in the fall already accomplished in desktop publishing. Put them to work right away. See pages 58–60 for more on layout and design.

After students have completed "near-to-final" page layouts, make photocopies for each staff member and sit down with the group for a quiet read-through. All students then become editors, marking changes with appropriate editorial symbols (see page 57). Work one page at a time rather than giving students the entire packet at once. Class members then go through each page line by line, paragraph by paragraph, giving their thoughts on changes. After this final round of editing takes place (this can take a couple of days), reporters or editors may make the necessary changes and print the final paste-up. Don't rush this step!



You may wish to have two students responsible for each page of the newspaper—from its inception to final camera-ready layout. Those two students might write the articles and do initial editing or just lay out the page with articles written by other staff members and add the graphics. After the class editing session, each pair goes back and makes any needed changes to their page. On the final deadline, students present the editor in chief with camera-ready paste-ups, which then go either to the printer or the copy machine.

On the pages that follow are several forms that may be useful in organizing your staff. Adapt these to fit your needs whenever necessary.

The **Work Progress Schedule** is used to set due dates for each step of the publication. Your schedule will vary depending on factors such as whether work is done at home, at school, by a newspaper club, or as a class project. A calendar would work just as well. Be sure to post this schedule and duplicate a copy for each student.

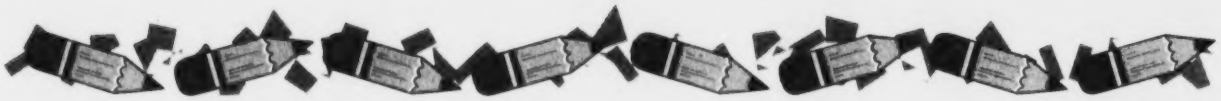
The **Reporter Assignment Form** is used to assign topics to students for a particular issue. Sometimes students choose their assignments, and at other times, articles are assigned. This form is kept in the student's personal newspaper file folder. You or the editor in chief may wish to retain copies as well.

The **Details Checklist** is used by students to help get the facts when researching, interviewing for, and writing their articles.

A **Revision Checklist** is used by peer-editors, staff editors, or teachers when helping students edit their work. You will need at least two per article during the writing process.

The **Student Work Progress Record** is used by students to keep track of their work in progress. You may wish to three-hole-punch these for students to keep in their binders. Have editor(s) take responsibility for signing off when assignments are complete. This form may also be used to determine a final writing grade for each student for each issue.

©1997 Good Apple



The **Class List of Reporting Assignments** is used to keep track of reporting assignments for the entire class. You and the editor(s) in chief should have copies, and you may wish to post one as well.

The **Page Layout Assignment Form** is used when assigning a student or team of students complete responsibility for the writing or layout of one camera-ready page.

Writing Style Sheet 1 is used to help strive for consistency in the formatting of the newspaper. This style sheet is a generic sample.

Writing Style Sheet 2 is used along with the Page Layout Assignment Form to insure that all teams of students producing individual camera-ready pages will use a consistent style and format. This style sheet is more detailed and was designed to help students at *Carolina Kids' News* be consistent in completing their entirely student-produced newspaper.

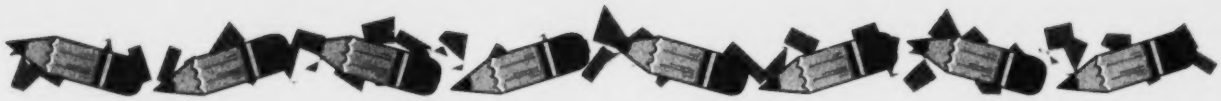
The **Article Tracking Form** is used by the tracking manager to keep track of who wrote about what in which issue. This helps achieve balanced coverage by preventing too much press about one individual.

Teacher Grading Work Sheets are used to keep track of student progress and grades each step of the way. The first worksheet has suggested grading sections included; the second is blank so that you may customize your own form.

The **To Do List** can be used by students to keep track of assignments or things to do and as a reporter's note pad if cut and mounted on cardboard or a clipboard.

Press Badges may be personalized and cut to fit standard business-card-sized plastic badge holders found at most office-supply stores. Use the top line for the name of each student and the block for the name of the newspaper. These cards should also line up perfectly with the many varieties of preprinted and perforated card stock available from specialty paper suppliers (see page 79).

©1997 Good Apple



Work Progress Schedule

Issue Date _____ **Publication Date** _____

To Press Date (one week prior to "publication" date) _____

Polish (Final Proofing) Date (two days prior to "to press" date) _____

Typesetting Date (five days prior to "polish" date) _____

Final Copy Date (two days prior to "typesetting" date) _____

Edited Copy Date (five days prior to "final copy" date) _____

Rough Draft Date (seven days prior to "edited copy" date) _____

Work Days

Two days prior to and/or including the "rough draft" date _____

One day prior to the "edited copy" date _____

One day prior to the "final copy" date _____

Notes _____

_____

_____

_____

©1997 Good Apple

Reporter Assignment Form

Issue Date _____ **Reporter** _____

Article assigned _____

_____

Approximate length of article _____

Contact _____ Phone _____

Rough draft due _____

Edited copy due _____

Final copy date _____

Special Notes _____

_____

_____

_____

_____

_____

Article assigned by _____ ***Date assigned*** _____

©1997 Good Apple

Name _____

Details Checklist

Article _____ **Issue Date**_____

Who? _____

Details _____

_____

_____

What? _____

Details _____

_____

_____

Where? _____

Details _____

_____

_____

When? _____

Details _____

_____

_____

Why and/or how?_____

Details _____

_____

_____

Notes_____

_____

©1997 Good Apple

Name _____

Revision Checklist

Article _____ **Issue Date**_____

- ❑ Does the article have a catchy headline?
  What is it?_____
  _____
  _____
- ❑ Does the headline relate well to the article?
- ❑ Does the first sentence or lead catch the reader's attention?
- ❑ Does the first sentence or lead set the tone for the article that follows?
- ❑ Does the entire article make sense?
- ❑ Does the article follow an orderly sequence?
- ❑ Are all sentences complete?
- ❑ Do individual sentences make sense?
- ❑ Does the article include good descriptions?
- ❑ Does the article answer the following questions?
  - ❑ Who?
  - ❑ What?
  - ❑ Where?
  - ❑ When?
  - ❑ Why?
- ❑ Does the article have a strong conclusion?

Notes _____

_____

_____

_____

_____

_____

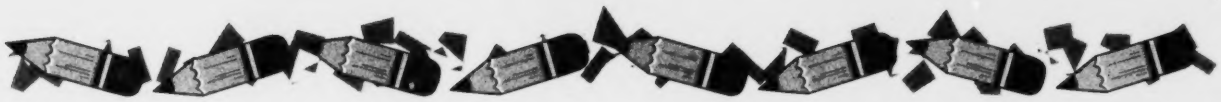
_____

_____

_____

Article read and edited by _____ ***Date***_____

©1997 Good Apple



Name _____

Student Work Progress Record

Issue Date _____ **Publication Date** _____ **To Press Date** _____

Your Assignment

List three possible ideas or angles for your article.

1. _____

2. _____

3. _____

I will interview _____ ***on (date)*** _____

Work Record
(to be initialed by advisor or editor)

Rough draft completed on time _____

First Revision _____

Second Revision _____

Final copy received on time _____

Due Dates

Rough Draft _____

Edited Copy _____

Final Copy _____

Final Copy *(to be checked by advisor or editor)*

- ❑ has a headline and byline
- ❑ is double-spaced
- ❑ is neatly written or typed
- ❑ uses correct spelling
- ❑ uses correct punctuation
- ❑ uses complete sentences
- ❑ has been checked for accuracy

©1997 Good Apple

Class List of Reporting Assignments

Issue Date _____

Name _____

Assignment _____

_____

Name _____

Assignment _____

_____

Name _____

Assignment _____

_____

Name _____

Assignment _____

_____

Name _____

Assignment _____

_____

Name _____

Assignment _____

_____

©1997 Good Apple

Page Layout Assignment Form

Issue Date _____

Page # _____ Editor assigned to this page _____

Page assigned to (names) _____

Deadline for editing and final approval _____ Deadline for final layout _____

Articles to be included on this page:

	Subject	**Reporter**
1.	_____	
2.	_____	
3.	_____	
4.	_____	

Special notice or feature to be included on this page: _____

Special layout and design notes: _____

_____

_____

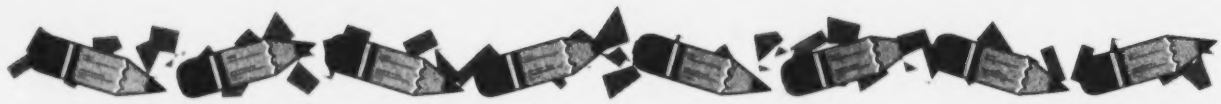
Additional notes: _____

_____

_____

Be sure to include at least one graphic!

©1997 Good Apple



Writing Style Sheet 1

1. All copy for editing should be double-spaced. All copy for paste-up should be single-spaced.

2. Include three possible headlines.

3. Spell out the numbers ten and under.

4. At the end of your article, type ###.

5. If your article takes more than one page, type *MORE* at the bottom of the first page and on any additional pages. Type ### at the end of the article. Number all pages if your document has more than one page.

6. Include details in your article. For example, if you are writing about a class field trip, say where and when students went, what they saw, what they enjoyed. Get quotes from one or two students.

7. Place the newspaper issue date on your final copy.

8. Don't editorialize in a news article. If you wish to write an editorial on an important or interesting issue, see the advisor or editor in chief.

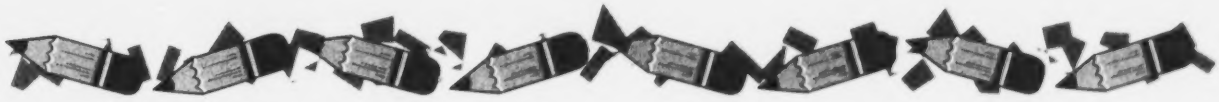
9. Use italics for titles of books, magazines, movies, and other major published works.

10. Use quotation marks around individual article names, song titles on albums, chapters in books, and so on.

11. Be consistent in justifying margins and using capitals in titles and headlines. Choose one style and stick with it.

12. Make sure quotes are used correctly. *Always obtain permission to quote someone in your article.* Make sure you have quoted accurately.

©1997 Good Apple



Writing Style Sheet 2

1. Type all work in *ClarisWorks* using the font Times.

2. Center headline in boldface type (no special font or style).

3. Center byline under headline (byline *is not* boldface) using this format: by Your Name (*by* is lowercase).

4. Skip two lines before text of article

5. Indent the beginning of each paragraph with one tab space.

6. Articles should be double-spaced for editing, single for paste-up. Use 12-point type.

7. Interviews should use this format.

   CKN: What are your favorite things about Carolina Day School?

   I like the students and the teachers.

   If your interviewee makes only one or two statements and they are used as part of a news article, use quotation marks.

8. Use a teacher's first and last name the first time it is mentioned in your article. Then, use Mr., Mrs., or Ms.

9. At the end of an article, skip a line, and center and type ###. If your article is longer than one page, skip a line and center and type *MORE* at the end of the first page.

10. Create a footer that includes date, time, and page number.

11. Make sure there are no spaces between words and the punctuation marks that immediately follow.

12. Skip *one* space between sentences.

13. Articles should be typed flush left, ragged right. Do *not* justify the right margin.

14. The left margin of your article (other than the indent which is one tab space) should be left where the cursor originally starts.

15. Spell out numbers ten and smaller—use numerals for 11 and greater.

16. Save your article on the computer, using a name that is instantly recognizable.

17. Always use spell check, but remember it will miss some types of spelling errors, such as *to* in place of *too*.

18. Use lowercase when referring to classes. For example, fifth grade, kindergarten.

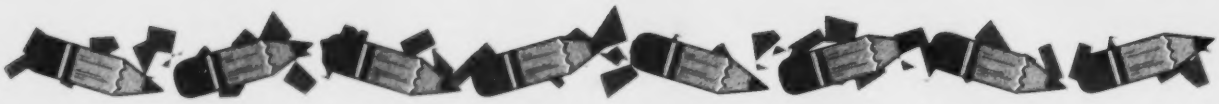
19. Triple-check all typing.

20. You are responsible for seeing that your article gets transferred to the master folder for importing into the newspaper.

21. Print out and turn in a hard copy of your article, even if it has been transferred to the master folder.

22. Use italics when referring to the name of your newspaper.

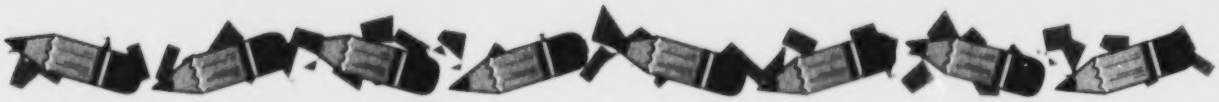
©1997 Good Apple



Article Tracking Form

Student	Article Issue 1	Article Issue 2	Article Issue 3	Article Issue 4	Article Issue 5	Article Issue 6	Article Issue 7	Article Issue 8

©1997 Good Apple



Teacher Grading Work Sheet

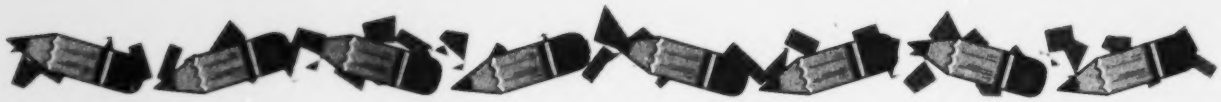
Student	Interview Preparation	Rough Draft	Edited Copy	Final Copy	Final Grade

©1997 Good Apple

Teacher Grading Work Sheet

STUDENT					

©1997 Good Apple



Name _____

To Do List

✓When completed — Priority 1-2-3

- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑

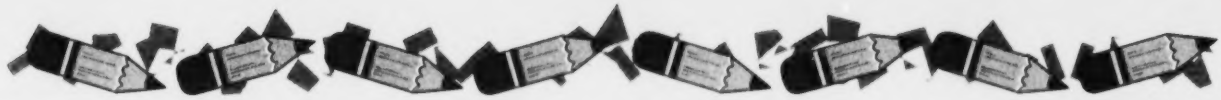
Name _____

To Do List

✓When completed — Priority 1-2-3

- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑
- ❑ _____ ❑

©1997 Good Apple



Press Badges

PRESS

STAFF

PRESS

STAFF

PRESS

STAFF

PRESS

STAFF

PRESS

STAFF

PRESS

STAFF

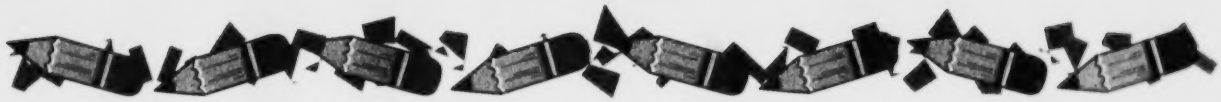
PRESS

STAFF

PRESS

STAFF

©1997 Good Apple



Organizing the Newspaper

Start With the Basics

If your school has not previously published a newspaper and you are starting from scratch, your newspaper will need a name and a logo. You may wish to handle this as a school-wide contest or simply take ideas from your staff and have them vote.

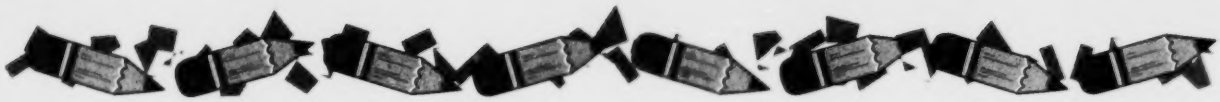
Once a name is selected, invite students to design the logo by using computer lettering and graphics or by hand. This logo will appear on every issue and should also appear on the sign outside your classroom, if you decide to post one. Remind students that the design must reproduce well—intricate details are inappropriate. Designs should be rendered in black on white.

Once you have assigned staff positions, you will want to make up a production schedule for each issue. Some newspaper advisors are able to have all the writing done in school or after school, depending on when the staff meets. Others must assign some of the work as homework. Set realistic deadlines for article ideas, rough drafts, finished articles, page layouts, and camera-ready paste-ups. Be sure each student has a copy of the schedule, which should be posted in your classroom as well.

Set Realistic Goals

Keep in mind that in order for the newspaper to be a true learning experience, the students need to do the work. Aim high. Be absolutely insistent on certain standards, such as being sure that every name that appears in the paper is spelled correctly. Then relax and let the kids take over. If your editorial review processes are thorough and your editors are on the job, the result will be a paper you can all be proud of. A school newspaper is *never* about making the advisor look good. It is *always* about giving kids an opportunity to express themselves in writing in a public forum in a format that is professional and realistic.

Try not to take on more than you can handle. While this newspaper process can be a wonderful way to teach language arts, it is not meant to be so overwhelming that the whole experience becomes an ordeal. If that happens, neither you nor your students are going to have any fun. If this is your first year as advisor, a realistic number of issues to publish would probably be four or six. Yes, the issues will be big and some of the news will be a bit stale. But you and your staff will have the luxury of time in which to create great graphics, cartoons, and puzzles; write thoughtful and incisive editorials; and in general produce a masterpiece. And you will *all* be learning.



Brainstorm Article Ideas

Students will have plenty of ideas for regular columns and features. You may wish to assign one student (or a team) to the same topic for every issue, or you may prefer to rotate students on a regular basis.

There is no reason why features must remain identical from issue to issue. For students to have ownership of their paper, they should make decisions concerning what works and what does not. For example, if an advice column draws letters that are obviously pranks, students may choose to discontinue the feature. On the other hand, answering prank letters in a humorous vein might make an interesting column! Some possible topics follow.

Class News
You may wish to have a student from each class or grade level send their news to your paper. You can alternatively assign staff members to cover particular classes or grade levels.

Editorials
Students may choose to write on kid-oriented topics or on more global issues.

A Word From the Principal
Invite the principal or another administrator to contribute a column about school happenings.

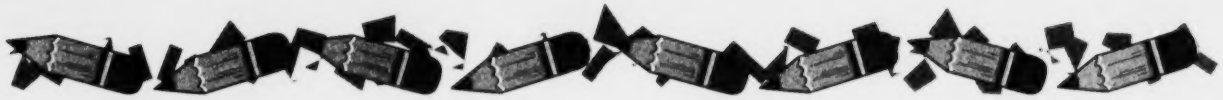
People Behind the Scenes
Students may enjoy writing features on your school's unsung heroes, such as secretaries, maintenance staff, administrators, guidance counselors, nurses, lunchroom workers, and student teachers.

School Clubs
If there is a club program in your school, consider covering special club events or activities in your newspaper.

Calendar of Events
Depending on the number of issues you publish each year, you may wish to include a monthly or quarterly calendar of school-wide events. Although these schedules often change at the last minute, most sports events and things involving use of the auditorium or all-purpose room remain constant.

Sports
In addition to coverage of interscholastic competitions, sports news might include notes from the physical-education teachers on what is happening in various classes, information on specific students and their athletic accomplishments, and coverage of league sports in the community.

©1997 Good Apple



Subject News
This would include news on special events in particular subject areas that may not be included in class news, such as a science fair or international festival that everyone will be invited to attend.

Restaurant/Book/Movie/CD/ Software Reviews
Movies reviewed should probably be "G" rated so that all readers of your paper can attend. If CDs are reviewed, insist on previewing the lyrics. Some of this work will require parental support; however, these reviews are always an interesting and popular feature.

Horoscopes
Students may wish to create exotic aliases for horoscope columns. Provide reference information for signs of the zodiac.

Interviews
Subjects can be teachers, administrators, students, or community members. Be sure to include photos and set exact guidelines for procedure and protocol before sending students out for interviews (see pages 51–54). Some teachers may be willing to provide baby or elementary-school pictures to accompany their interviews.

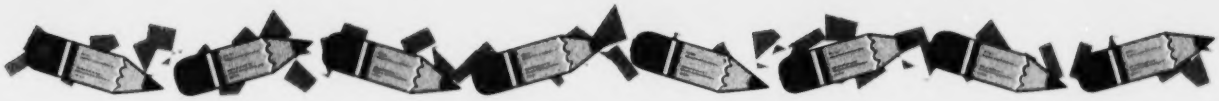
Kids in the News
If there are students involved in interesting activities outside of school or who have accomplished something out-of-the-ordinary, you may wish to have students write about their activities for the newspaper.

Advice Column
Invite letters from readers asking for advice on certain issues. Letters may be written anonymously, if you prefer. Answers can come from students, teachers, or school counselors.

Hobby Column
Invite experts to write about how to get started in a new hobby. Old favorites might include sports-card collecting, model building, and stamp collecting. New ideas could include collecting autographs, postcards, or arrowheads; origami; and kite building.

School Counselor Speaks!
Invite your school counselor to provide a column for each issue on making friends, being new, doing your best, and so on.

©1997 Good Apple



Study Skills How-to
Advice from kids and teachers on making the most of your time. Topics might include study habits, how to scan a book, how to make an outline, and how to prioritize.

What's New in the School Library
Your librarian may agree to supply a column for each issue listing new acquisitions. If possible, have students on your staff read and review some or all of the new books.

Places to Visit in the Community
What is there to see and do in your town? Provide descriptions of places that might be linked to courses of study in your school or that are just-for-fun family places. Include prices, telephone numbers, and other important information.

Consumer Testing
Invite reporters to test and compare things such as bubble gum, sneakers, video games, or any other category of product that students express interest in. Be sure to establish procedures for product testing so that tests are consistent and results are fair.

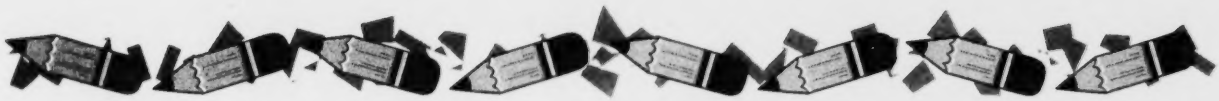
Games and Puzzles
Consider including crosswords, word searches, and similar activities in each issue. Activities may be theme related. There is excellent software available to help students design this type of thing (see page 77).

Did You Know?
These are short bits that include interesting, little-known facts about the school, community, or familiar people.

Guest Forum
Consider soliciting features, editorials, or inspirational pieces from friends, parents, and supporters of your school. Perhaps local writers or journalists would be willing to send short articles.

Classifieds
This section includes ads contributed by people in the school who have things to sell, give away, or trade. There is no charge for this advertising.

©1997 Good Apple



Jokes
There is never a shortage of material for this column. Invite students to write original jokes as well as recycling old ones.

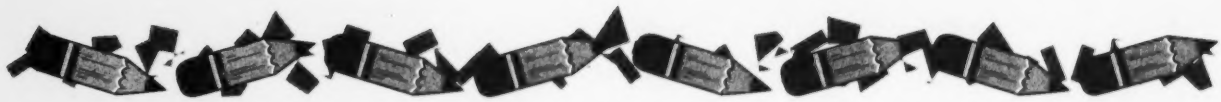
A Day in the Life of . . .
Reporters may enjoy spending a day with a teacher, administrator, staff member, or another student and writing an article about the experience.

Guess Who?
This is a contest with clues to the identity of a student, teacher, or other staff member. Try to offer a prize, such as a credit at the school store or a free ice cream in the lunchroom, to the first successful respondent.

Roving Reporter
In this section a reporter asks one opinion question of a number of people from all areas of the school. The question should be one of general interest.

by Mary Robinson

©1997 Good Apple



Institute an Awards Program

One way to motivate students to do quality work is to create a program that rewards both excellence and effort. Do not limit the number of awards that can be earned in each category. Students might even win two or three awards for one article.

You can print terrific-looking certificates on a laser printer by using a high quality paper preprinted with an embellished border. This type of paper can be found at large office-supply stores or print shops or ordered from paper-supply companies (see page 79). Or you can use plain paper and create certificates with borders by using programs such as *Print Shop Deluxe*. Here are some awards you might consider.

Excellence in News Writing
This is given for a hard news story that answers the five *W*s and makes a great, gripping read.

Excellence in Feature Writing
This is the same as above, but is given for features—stories more about the "human" side of the news that are lighter in content and structure.

Excellence in Editorial Writing
Given for well-written editorials that clearly define issues and make good cases for agreement or disagreement.

Excellence in Headline Writing
Given for exceptional headline writing—a skill all its own.

Excellence in Lead Writing
Given for compelling first sentences or paragraphs that grab the attention of the reader.

Excellence in Page Layout
Given for the aesthetics of how a page looks including balance of copy to white space and use of graphics. This award should only be given if your students do the actual layout.

Excellence in Article Concept
Sometimes a student has a tremendous idea, works extremely hard, but still the article falls short. This award recognizes that effort.

The Publisher's Prize
Given for extraordinary effort and dedication to the newspaper publishing experience. This special award is only given when it is clearly deserved, and not necessarily after every issue.

©1997 Good Apple

Jargon

Students will enjoy learning the jargon of the newspaper industry. Many of the terms found in the following glossary are important for your staff to learn. Make copies of the glossary to distribute to everyone working on the newspaper and encourage students to use appropriate terminology as often as possible.

angle
the focus of a story; the approach a reporter takes to giving the facts.

beat
the area of news a reporter covers.

budget
planned allotment of funds depending on how much money a newspaper spends and receives in the course of publishing the paper.

byline
the line identifying the writer of a newspaper article.

caption
(also called cutline)—an explanation of a photo, drawing, or graph.

classified ads
small ads for goods or services normally listed by category.

column
a regular series of articles or features in a newspaper. Also, the vertical sections of printed newspaper matter.

columnist
a staff writer who does a regular feature or article.

copy
text of an article.

correspondent
someone who contributes regularly to a newspaper, often from outside the immediate area.

dateline
the line at the beginning of a story naming the city or place of origin and often including the date.

departments
regular areas of news covered in a newspaper.

©1997 Good Apple

desktop publishing
a method of publishing that utilizes computers and special software that enable the staff to assemble the elements of a newspaper on-screen, without having to do mechanical paste-ups.

display ad
an ad that contains graphics as well as copy.

edit
to make changes to an article for a variety of reasons: clarity, length, mechanics, and so on.

editor
person who manages the various sections of the newspaper. This person may also make editorial decisions regarding content, length, or mechanics. The **editor in chief** manages the entire newspaper.

editorial
an article on a timely issue that expresses the opinion of the writer.

evergreen story
a story, usually a feature, that can be used at any time because it's not tied into a news angle.

exclusive
an article based on information granted to one particular news reporter or newspaper.

features
stories about people and their lives rather than news-related facts. Sometimes called soft news.

font
style of type used in a publication.

graphics
art, photography, charts, graphs, and other design features in a publication.

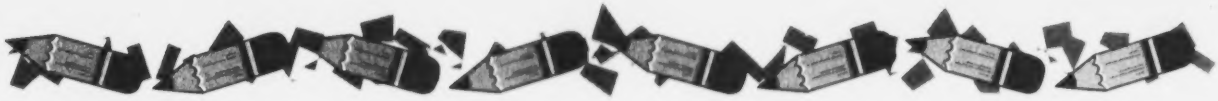
halftone
technique of representing photographs by a series of dots of various shades for reproduction in a publication.

hard news
straight news, including all the facts.

headline
title of a news article.

interview
a meeting in person or by phone in which a reporter asks questions in order to get information for a story.

©1997 Good Apple



inverted pyramid style
the practice of placing the most important news information at the beginning of an article and proceeding through remaining details in order of importance. Most hard news is written in this style, which allows the reader to scan headlines and proceed to read as much information as is interesting or necessary.

layout
the overall design of a publication, including placement of headlines, articles, and graphics.

lead paragraph or sentence
the first sentence or paragraph in an article. It sets the tone for the article and hopefully entices the audience to read on.

libel
the act of damaging someone's reputation by what has been printed or written.

masthead
title of the newspaper and other important publication facts.

media
all forms of getting information to the public, including print, broadcast, and online.

morgue
where all back issues of newspapers are kept for reference.

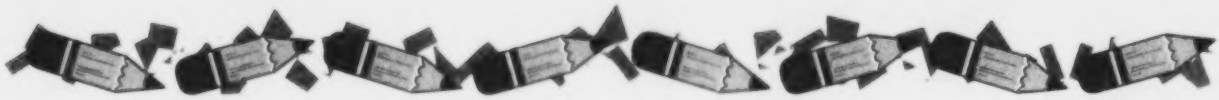
news tip
information a reporter receives that helps in the finding or writing of a news story.

obituary
a notice about a person's death.

paste-up
the final camera-ready layout of the newspaper with everything pasted, waxed, or taped in place. Most schools use desktop publishing software in which everything is "pasted up" electronically.

point
the measurement system that determines the size of type or font. The larger the number, the larger the letters.

©1997 Good Apple



printer
the people who print the paper.

publisher
often the owner of the newspaper, who usually has overall responsibility for finances and editorial decisions. In schools this would probably be the teacher or advisor.

putting the paper to bed
when the paste-up (either manual or electronic) is complete and the paper is ready for printing.

retraction
a notice in a newspaper that cites an error the paper has made and is now correcting or retracting.

scoop
getting a breaking news item into print before your competitors do.

sidebar
a special design feature in a news or feature story that includes extra information, such as "where to write for more information."

soft news
feature stories.

stringer
someone not necessarily employed by a newspaper but who sends in articles from time to time.

syndicated
when a reporter sells or submits an article for publication in many newspapers through a syndicate. The National Elementary Schools Press Association (NESPA) operates a syndicate for student writing and mails articles to all member papers on a regular basis.

volume number, issue number
volume number refers to the number of years a paper has been published; issue number refers to the sequence of publications in the current year. For example, a newspaper publishing its second issue of the year in its third year of publication would use this notation: *Volume 3, Number 2.*

©1997 Good Apple

Journalistic Style

Most of the writing that students do for your newspaper will fall into one of two categories—the journalistic style or the editorial style. Younger students (and many adults) tend to confuse the two. So one of your many roles as an advisor should be to help students understand the important differences between these styles.

Students use the journalistic style when reporting hard news. This style consistently utilizes at least four of the five *W*s—who, what, when, where, why or how—in the lead paragraph. It is important for students to understand that their stated opinions are not appropriate in this type of writing. Writing hard news is writing to inform, *not* writing to persuade. Facts must be stated clearly and without bias, allowing readers to form their own opinions.

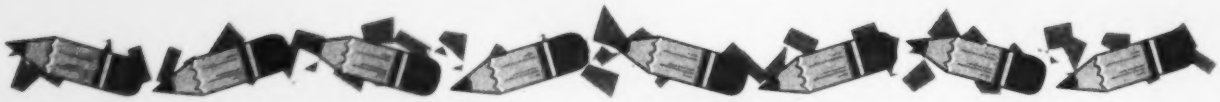
Teaching Ideas • Teaching Ideas • Teaching Ideas

Discuss the five *W*s (who, what, when, where, why or how) by supplying students with short news articles from your city or community newspaper. Challenge pairs of students to locate each *W* and mark it in the way you designate, such as by color coding. Tally the results to see which *W*s appear most often. Try to offer selections that present the five *W*s in a variety of ways.

Have students write short news articles about a recent event at school. Invite volunteers to read their stories aloud and have students note the *W*s that are covered. If an important *W* is not included, invite students to add a sentence that will rectify the omission. There will be times when one of the five *W*s may be irrelevant, unnecessary, or unobtainable—help students learn to discriminate.

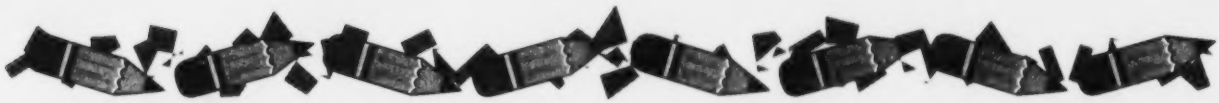
Practice news writing by taking your entire class to observe a school event, such as an assembly program. Each student is to work independently and should be prepared to take notes and conduct interviews, if appropriate. Return to your classroom and invite students to write articles on what they've just seen. This is a good time to discuss angles—the focus and approach of a news story. Volunteers may read their articles and comparative discussions should follow. If you have time, you may wish to have students input their articles on word processors and print them out. Assign each student a number with which to identify their articles—no names should appear. Duplicate as many complete sets of articles as there are students on the staff. Invite each student to read the complete set of articles and choose a favorite for discussion. You may reveal the identity of the student whose work is chosen as the favorite most often, if you wish.

Teach the concept of the inverted pyramid style of writing, using the reproducibles on pages 42–43. The most important news facts, including the five *W*s, come first—at the broad top of the inverted pyramid. The reporter must prioritize facts and information in order to correctly utilize the inverted pyramid, saving the least important (but still interesting) information for the bottom. Explain that editors must often cut articles in order to fit them into the allotted space. It's easier to cut from the end of an article than to go through and edit for importance. The inverted pyramid approach also allows readers to scan the paper for items of interest and become informed without reading beyond the first couple of paragraphs. This is particularly important for large city dailies, whose readers rarely have the time or interest to read every article from start to finish.



Use photos cut from magazines or newspapers to practice writing attention-grabbing headlines and lead sentences. Be sure to remove any captions. Explain that readers often scan a newspaper looking for headlines, subheads, and lead sentences that pique their interest. Lead sentences may either be written as straight factual statements incorporating a number of the five *W*s, or students may use an intriguing statement or question to draw readers into their articles. You may wish to have students try one of each. For example, "The school cafeteria, which has tried for years to get students to eat vegetables, is proposing a new nutrition-based plan to get students to eat healthy." Or, "On Wednesday afternoon in the cafeteria at Old Turnpike Middle School, a hungry group of twelve-year-olds were invited to take part in a strange new eating adventure." Encourage students to share their work. Invite constructive comments from the class.

Find examples of news stories that include quotes from pertinent people. Make overhead transparencies of the articles. Discuss with students why a quote might have been used rather than a paraphrase. Help them understand how a variety of sentence approaches adds interest and texture to their writing. Encourage students to practice writing news stories that alternate between facts and quotes.



Name _____ Date _____

Inverted Pyramid Style of News Reporting I

Reporters often use the inverted pyramid style as a way of assuring presentation of the most important news at the beginning of an article. This enables readers to quickly and easily grasp the sense of an article as well as the main facts.

1. What event will you write about? _____

_____

2. What headline will you use to grab reader attention? _____

_____

3. List the five *W*s of the event in order of importance.

_____

_____

_____

_____

_____

4. Note other interesting details in order of importance.

_____

_____

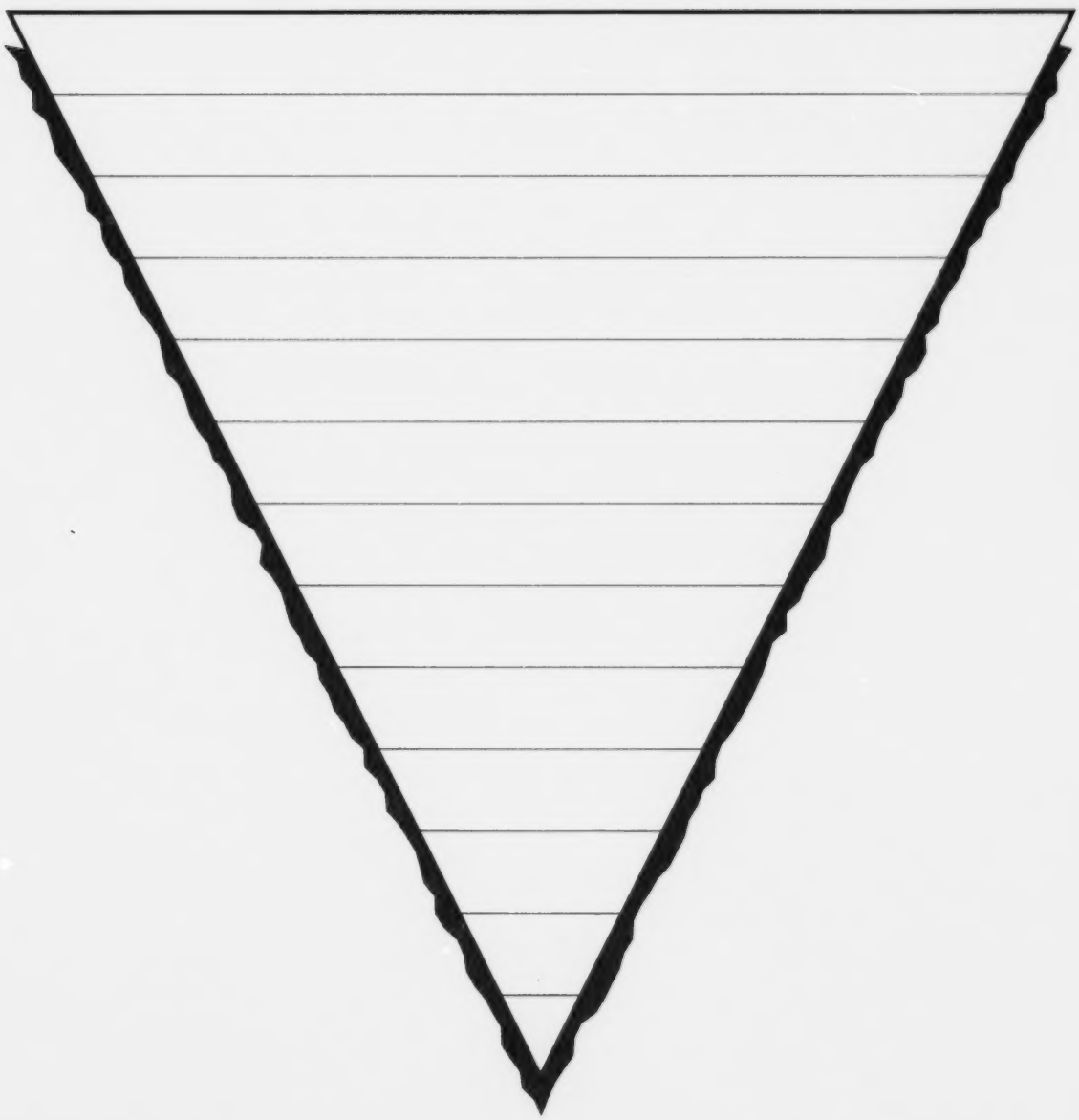
_____

©1997 Good Apple

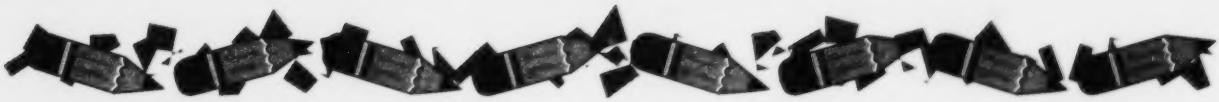
Name _____ Date _____

Inverted Pyramid Style of News Reporting II

Use the information on the reproducible on page 42 to write a brief article in the inverted pyramid. Place the headline in the top space.



©1997 Good Apple



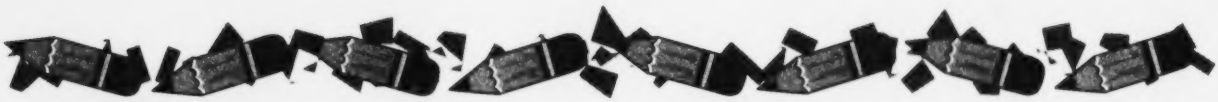
Editorial Style

Students use the editorial style when presenting opinions on timely issues, whether school related or of a more global nature. While it is still appropriate to include some or all of the five *W*s, students are not limited to these facts when editorializing. They are now writing to *persuade.* Many students have strong opinions that are often based more on emotion than on reason. When writing editorials, it is important for students to understand that opinions must be supported by facts, and that a compelling argument is rarely based on emotions alone. If students are looking to change the way people think, which is usually the reason for an editorial, then they must present a mix of fact and reasoned opinion.

Teaching Ideas • Teaching Ideas • Teaching Ideas

Discuss with students the difference between fact and opinion. Ask for their definitions of each and guide them to an understanding of the use of each in editorial writing. Reiterate that facts alone belong in straight news articles, while well-reasoned opinions (opinions supported by facts) belong in editorials. Provide articles and editorials from newspapers (both national, community, and school) and challenge students to find articles where reporters mix the two.

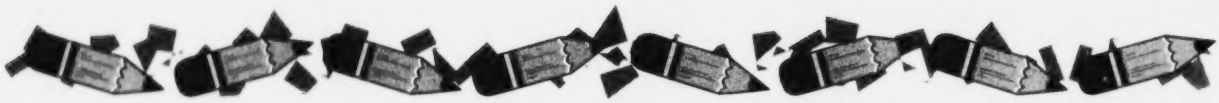
Provide examples of editorials from local or national newspapers that deal with topics that students can relate to, such as funding for school sports or arts programs. Invite students to read the editorial. Conduct a follow-up discussion in which students express their own opinions on the issue as well as discussing the power of the editorial that was shared. Excellent editorials always inspire excellent discussion. Poll students to see if any minds were changed by the editorial. *It is important and valuable to provide as many real-life examples of excellent newspaper work as you can find,* whether from local and national newspapers or publications from other middle schools.



Have students brainstorm possible editorial topics. Examples might include weekend homework, school uniforms, standardized testing, wearing hats in school, school-wide discipline methods, allowances, dress codes, or backpacks in the classroom. Help students decide on one or two topics that everyone has strong feelings about. Be sure they understand that *it is important that editorials "speak" to a large number of people, no matter how those people feel about the issue.* Editorials on obscure topics that impact only a few people carry little weight. With limited space available, only editorials on topics of widespread interest will end up in print.

Invite students to write editorials on the topic you have selected with input from the class. The reproducibles on pages 46–47 will help students organize their thoughts before writing and assess their work when it is complete. Students will state their opinions and provide at least three reasons in support of their opinion. You may wish to invite them to mention at least two reasons for the opposite view, particularly if those reasons can be successfully challenged or disproven by factual observations.

Editorials provide an opportunity to practice writing interesting leads that are not purely statements of fact. While the situation inspiring the editorial should be stated clearly and succinctly, there is also room for thought-provoking comment. You may wish to have each student write an editorial lead for the same topic and share the leads for constructive criticism and discussion.



Name _____ Date _____

Organizing an Editorial

Effective, compelling editorials are well-organized, succinct, and powerful. Organize your thoughts by answering the questions below.

1. What issue will you write about? _____

_____

2. What headline will you use to draw attention to your editorial? _____

_____

3. What is your opinion on the issue? _____

_____

_____

4. What are three reasons for your opinion? _____

_____

_____

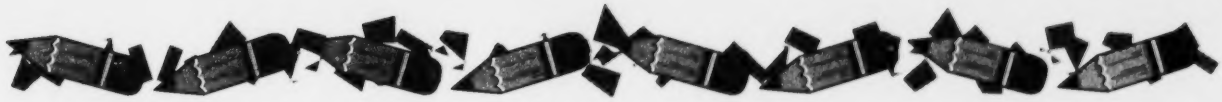
_____

5. What are two reasons why someone might disagree? _____

_____

_____

©1997 Good Apple



6. Write the lead for your editorial._____

_____

_____

7. On a separate sheet of paper, write your editorial using the information you have organized on this worksheet. When you have completed the editorial, use the checklist below to edit your work.

- ❑ My opinion is clearly stated at least once.
- ❑ I have provided at least three reasons for my opinion.
- ❑ I have supported my reasons with facts when possible.
- ❑ I have demonstrated understanding of the opposing point of view.
- ❑ I have written an appropriate headline.
- ❑ I have signed my work.

©1997 Good Apple

Editorial Cartooning

When reporters want to express their opinions on timely topics in written form, they write editorials. And when artists want to express opinions on timely topics, they often create editorial cartoons. Often the artist's opinion is expressed through satire or by gently poking fun in a good-natured way.

It is important that students choose cartoon subjects most readers can relate to. You and your students may wish to brainstorm a list of issues facing the school and community. Subjects of recent editorials might work as well. Stress that *issues* rather than *individuals* should bear the brunt of the humor. Editorial cartoons should never be derisive.

Teaching Ideas • Teaching Ideas • Teaching Ideas

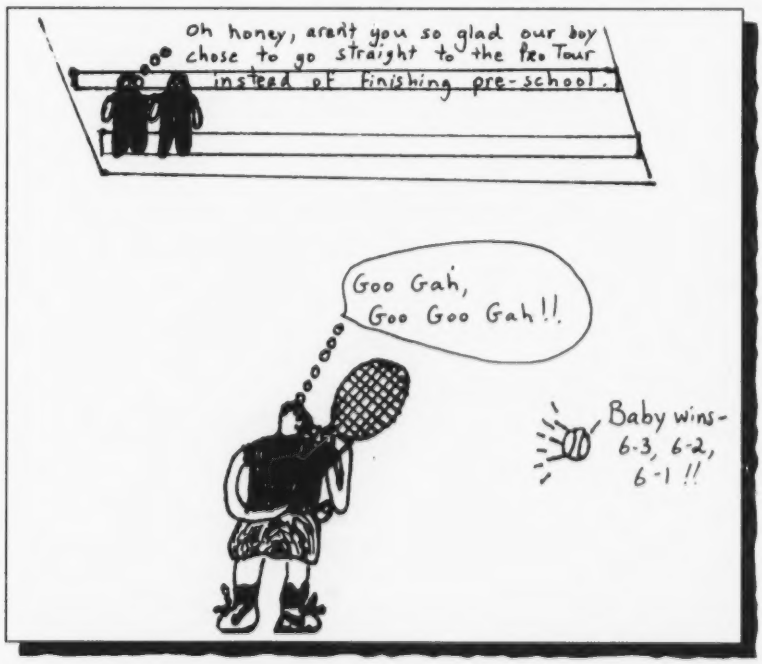
Share with students some examples from newspapers or magazines that address issues that students can appreciate. Political cartoons are abundant. The Ellis Island immigration situation spawned hundreds of editorial cartoons that are readily available as well. Discuss the concept of satire (using humor, irony, or sarcasm to express a view) in both literature and in the cartoon samples you have selected. Help students understand that cartoons must state opinions with simple illustrations and captions only.

Pick a school issue that has been featured as a written editorial in your school newspaper or is slated for publication. Brainstorm ways to illustrate opinions on that issue. For example, perhaps students are not allowed to have soft drinks at school. You may have published student editorials on that issue, probably stating that students should be allowed that privilege. Lead students through the process of coming up with a cartoon to express their view of such a topic.

An example for the soft drink scenario might show students and teachers in the cafeteria. The students are drinking from clearly marked containers of milk, juice, or water. Over at the teachers' table, the faculty is hoisting clearly marked cans of soda. A word balloon emanating from one of the teachers says, "Not allowing students to have soft drinks is the best thing we've done!" Your newspaper staff will catch on quickly.

Invite students to choose topics from your list of ideas, choose positions, and draw cartoons. The best will end up in your newspaper.

Young C.J. joins the rest of the amateur athletes.


Oh honey, aren't you so glad our boy chose to go straight to the Pro Tour instead of finishing pre-school.
Goo Gah, Goo Goo Gah!!
Baby wins- 6-3, 6-2, 6-1 !!

by Jack DePaolo

BEST COPY AVAILABLE

Name _____ Date _____

Editorial Cartooning Work Sheet

1. Name an issue on which you would like to express an opinion with an editorial cartoon. _____

_____

2. What is your opinion on this issue? _____

_____

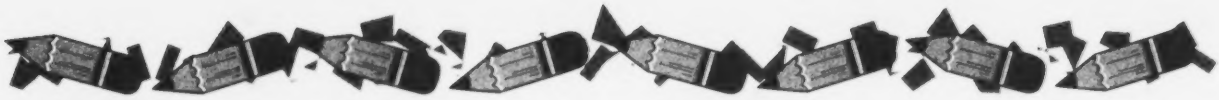
_____

3. List at least three reasons to support your opinion.

1. _____
2. _____
3. _____

4. Draw a cartoon illustrating your position on this issue.

©1997 Good Apple



Interviewing

The ability to conduct a good interview is a skill that will benefit students in a variety of areas. Every reporter on your staff should know how it's done. Your editors may choose to run a feature interview with a faculty member or student each month. Or interviews may simply provide quotes for regular news, sports, and feature articles. Either way, it is important that students observe some basic ground rules. Consider having them practice interviewing techniques with each other before going out on assignment. You may wish to use the reproducibles on pages 53–54 for this purpose. Share the following guidelines with students.

Make an appointment well in advance of your interview. Introduce yourself, mention that you are a reporter for your school's newspaper, explain why you'd like an interview, use *please* and *thank you*. Then, show up five minutes early.

Go to the interview prepared. Take your notebook and at least two pencils or pens. Take a cassette recorder *only if you have asked permission in advance*. Wear your press badge.

Have at least ten questions prepared. Keep in mind the five *W*s of news reporting. Avoid questions that require only *yes* or *no* answers.

Ask your subject to spell any names you are unsure of.

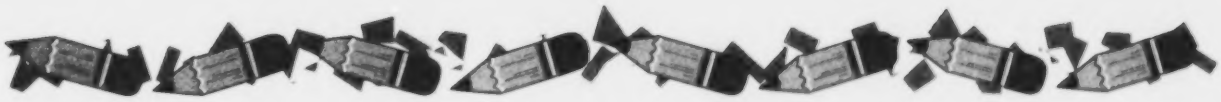
Take careful notes. If you plan to quote your subject, make sure you have the quote word-for-word. Tape recorders come in handy here.

- Offer to bring the first or second draft to your subject for approval.

- Leave your newspaper business card with the person you are interviewing. Thank your subject for his or her time before leaving.

Students may try to run the questions and answers word-for-word as their entire story. While on occasion this has its place, it is preferable and far more interesting to turn the questions and answers into a narrative and alternate between facts, quotes, and statements. For example, instead of writing *Q: When did you become interested in photography? A: When my uncle gave me a camera. I was about five years old,* a reporter could write, *Annie became interested in photography at age five, when her uncle gave her a camera.*

by Tucker Abbott



Name _____ Date _____ Interviewee _____

Interview Icebreaker

Who

has influenced you most? _____

is your favorite teacher? _____

is your hero? _____

would you most like to meet? _____

What is your

favorite movie? _____

favorite book? _____

favorite TV show? _____

favorite subject in school? _____

favorite sport or hobby? _____

career choice? _____

pet peeve? _____

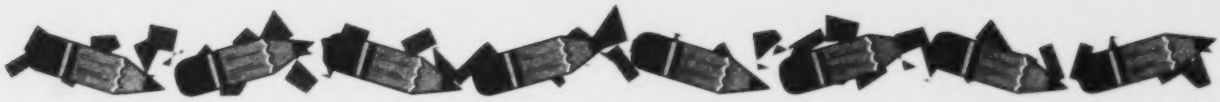
When

were you the happiest? _____

were you the saddest? _____

is your birthday? _____

©1997 Good Apple



Where

did you grow up? _____

would you like to visit? _____

did you spend your best vacation ever? _____

How

old are you?_____

would you describe yourself, using three adjectives? _____

would you spend your ideal day? _____

_____

will you want to be remembered? _____

Why to any of the above questions_____

_____

_____

_____

_____

_____

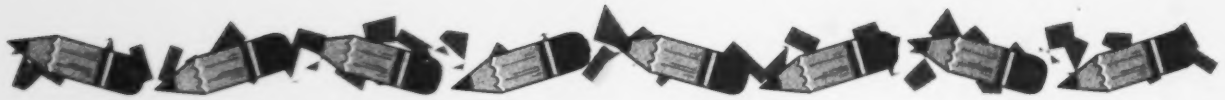
_____

_____

_____

_____

©1997 Good Apple



Hosting a Press Conference

A press conference is a wonderful way to improve interviewing and news-writing skills. While a press conference is something that your staff needs to prepare for, it is also terrific practice in "thinking on one's feet."

Start by inviting someone in the school, such as a new teacher, the principal, or a student in the news. As students improve their interviewing skills, you may decide to host a press conference with a member of the city council, a local journalist, or even the mayor. When you're ready for the big time, try a local published author, visiting dignitary, state-level politician, corporate executive, or president of a local college. And when you're ready to make news yourself, try to arrange for press conferences with performers, professional athletes, politicians on the federal level, and anyone else who you discover is coming to town.

Teach students that the best journalists are those who follow the news themselves. You'll have to get to work on the details of securing the guests as soon as you hear of their impending arrival. One fifth-grade class had the honor of hosting a press conference with Ben Cohen and Jerry Greenfield, founders of Ben & Jerry's Vermont Homemade, Inc.® ice cream. It was one of the highlights of the students' school year and certainly of their young journalistic careers. Here are some tips for successful press conferences.

Prior to the Conference

Do your research and share it with students. Invite students to do some as well. Read biographies, corporate reports, press kits, news articles, and any other relevant materials.

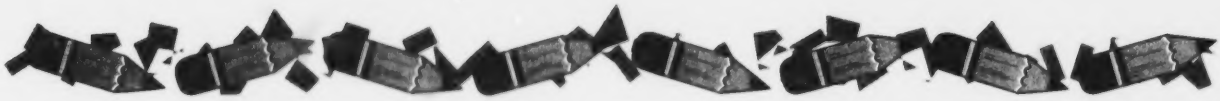
Have each student write at least three interesting questions—questions that require more than a *yes* or *no* answer and that students cannot answer after having done the research.

Practice asking the questions.

During the Conference

Ask students to wear press badges and have their notebooks, two pens or pencils, and their prepared questions.

Instruct students to listen carefully so they don't repeat a question.



Encourage students to state their names when called on to ask a question.

Tell them to wait patiently while answers are given and say thank you after their questions are answered.

Have them take good notes. If you have permission, tape the press conference as well.

After the Conference

Be sure that the press conference leads to a newspaper article. This isn't *just* for practice. This way, students will understand the importance of taking good notes, listening to questions from others, and organizing their thoughts for the purpose of producing an article.

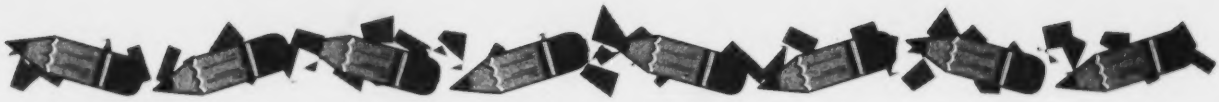
Teach the concept of story angles. A press conference can lead to several different articles—all in the same issue. What makes each article different is the approach or angle your reporters take. For example, the Ben and Jerry press conference lead to stories on:

1. the actual press conference—questions and answers in article form
2. what it was like to be involved in a major press conference from a reporter's point of view
3. an article on the Ben & Jerry's Vermont Homemade, Inc. company
4. a feature story on what it took to bring Ben and Jerry to town

Other angles could have also been explored, such as a poll of favorite Ben & Jerry's ice cream flavors, a consumer-report-style comparison of Ben & Jerry's ice cream to other brands, and a sidebar listing some of the many Ben & Jerry's charities.

After the Articles Are Published

Be sure a copy or two of your newspaper gets mailed to the people who came for the press conference. Enclose a special thank-you note.



Proofreading and Editing

These symbols are the ones most commonly used in editing. Many others can be found in style books, writing manuals, and dictionaries. Encourage students to use these symbols whenever they do any editing or proofreading, and model their use yourself as often as possible.

∧	**Add something that is missing**	We can't make the meeting.
⊙	**Add a period**	Your work is due on Monday⊙
^,	**Add a comma**	The cafeteria served hot dogs, french fries, and milk.
∽	**Transpose**	Revi∽ew your assignments.
⌐	**Delete**	Do your best ~~always~~
....	**Stet** (disregard edit symbol)	Do your best ~~always~~
≡	**Use uppercase**	Our advisor, Mrs. ≡davis, is out.
/	**Use lowercase**	Our /Newspaper is the best!
¶	**Start a new paragraph**	¶ Nothing can beat school news!
awk	**Awkward or confusing passage**	It happened tomorrow. awk
sp	**Check your spelling**	I can't sp reed your writing!
#	**Insert a space**	Give your article #tome.
⁀	**Delete a space, close up**	Class ⁀room

Layout and Design

Your newspaper may not have professional layout artists and graphic designers on staff, but that is no reason for your newspaper to look anything less than terrific. There is no mystery to laying out an attractive, award-winning page. The rules are the same, whether you do paste-ups by hand or on the computer. The following guidelines will help.

1. Develop a style sheet for your newspaper (see pages 22–23 for some samples). The style sheet should include all the rules you want students to follow as they lay out each issue. Even if every page is designed by a different student, the newspaper will still have a cohesive look and feel if students follow your guidelines. The style sheet should address such issues as the following.

   When and where to use quotes

   How to designate media titles
   (capitalization, underline, quotation marks, italics, or a combination of these)

   How to deal with numbers at the beginnings of sentences and in context
   (numerals or words)

   How to deal with the first and subsequent mentions of people's names

   What point size and font to use for headlines
   (these may vary)

   What point size and font to use for copy or text
   (these should *never* vary)

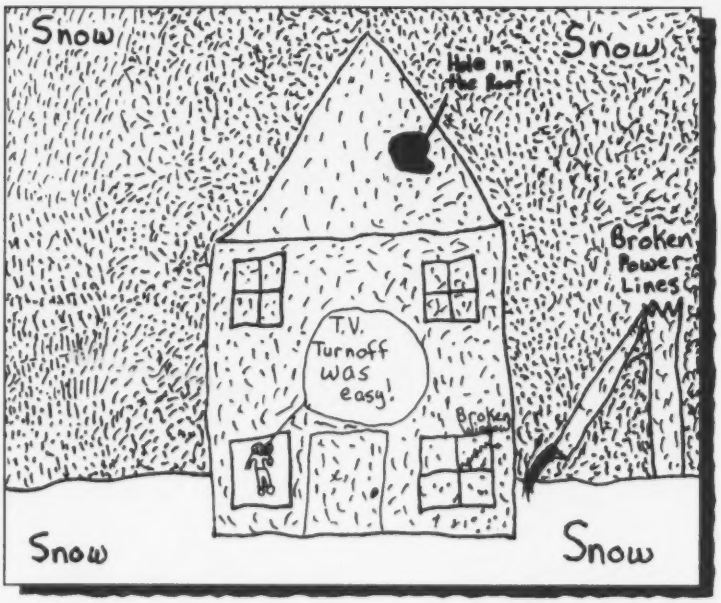
   What point size and font to use for bylines and captions
   (these should *never* vary)

2. To keep your newspaper from taking on a ransom-note look, try to choose one font and have your students stick to it. Today's software provides a number of variations on fonts such as Times or Helvetica—bold, italics, outline, small caps—and it makes sound design sense to stick to one font. If you and your students are happier using two fonts, be consistent in how they are used. For example, all bylines should look identical, as should all text. However, a byline could be in Helvetica and text could be in Times if you wish to mix fonts.

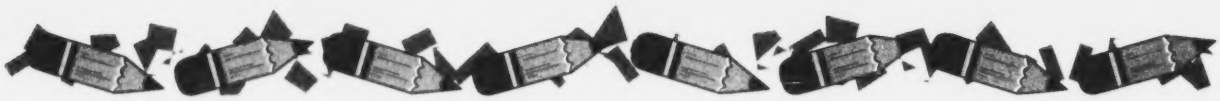
3. Include *at least* one photo or graphic per page. Be sure they have captions. When your students lay out the paper, encourage them to look at spreads (two facing pages) and to place the graphics in different locations on each facing page. For example, you might place a photo in the upper left-hand corner of a left-hand page and another photo or a cartoon in the center of the right-hand column on the facing page. This provides more visual interest.

4. Help students strive for a balance of text, graphics, and white space on each page. A page crammed with text looks uninviting. A page with a lot of empty space looks poorly planned, as if something were missing. Keep a ready supply of editorial or noneditorial cartoons and article-related photos to use for filling extra space. If students are pasting up the paper by hand, be sure outside margins are absolutely consistent. These margins may be drawn on the pages they are pasting articles onto with a non-reproducible blue pencil (any light blue will work). Margins should be at least 1/2 inch (1.25 cm) around the outsides and at least 3/8 inch (1 cm) between columns.

T.V. Turnoff was easy!



by Adam Schwartz



5. Include sidebars as a graphic feature. A sidebar is a small column, often shaded, boxed, or both, that includes accompanying information about some aspect of a feature article. For example, you might include where to write for more information, telephone numbers, facts that go along with the article, or a graph.

6. Decide or have students decide whether they prefer the newspaper columns to be justified (flush left and right) or flush left, ragged right. Justifying text in columns often creates bizarre word spacing and an inordinate number of hyphenated words which may appear unattractive to your staff. On the other hand, justified columns may appear to be neater. It's up to you and the students—but every page should follow the same format.

7. If students are pasting up the paper by hand, insist that every piece of text and every headline run exactly horizontally. Nothing makes a newspaper look more amateur than when some lines of text run uphill, some downhill, and headlines go every which way. Safe-T® Products, Inc. makes a wonderful clear plastic T square that is designed to be used on a student's desk (or yours!). If you are unfamiliar with how to use a T square, an art teacher will be able to demonstrate. Of course, use of computer software solves this problem nicely.

8. When laying out the paper, consider leaving 2 or 3 inches (5 to 7.5 cm) of column space on the front page for late-breaking news. This will give the paper a more timely feel. If nothing occurs that merits stopping the presses, substitute other short articles from your files. Keep a file of excellent articles that didn't make prior editions for just such a need. Or consider using a photo or cartoon.

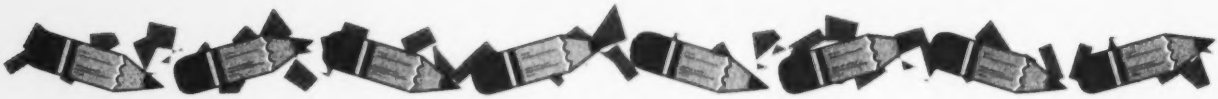
Photography

The use of photographs adds a whole new dimension to school newspapers. While clip art may be attractive and useful, nothing beats having a variety of student photographs in each issue. Students are absolutely capable of taking photographs that will work well and, like you, they will improve with practice. Here are some guidelines.

Camera Options • Camera Options • Camera Options

There are plenty of reasonably priced 35mm point-and-shoot cameras available. You only need one, although having two available is convenient. Choose a camera that sets film speed automatically, as this is one step many young photographers forget to check. Auto-focus is standard on most of these cameras and is worth having. You will also want a built-in flash. A film auto-loading feature would be another excellent plus. Loading film improperly seems to rank up there with not setting correct film speed as a major problem on photo assignments. Most companies won't charge you for a blank roll of film, but your photo op may be long gone.

You may prefer to use a Polaroid® camera, which has two distinct advantages. You can have your results in a minute, and if you only need two or three pictures, you can take them without having to finish up the rest of the roll to get the pictures to the processor. Disadvantages center around quality and cost. The quality, while improving, does not yet match a good 35mm photo. But it is certainly acceptable. Individual prints (even though processing is included) can be costly, however.



Computer cameras are on the market but are usually too costly for the average school newspaper staff. Quality varies with cost, and it would be wise to borrow one to try out before making such a financial commitment. These cameras work just like standard cameras except that they store the images on a computer chip inside the camera. After taking the pictures, you download the images into your computer and then paste them into your document using software. It's even possible to enhance images with specialty software. This is definitely a wish-list item.

Film Options • Film Options • Film Options

In most cases, black-and-white film is preferred by printers. You may find, however, that black-and-white film takes longer to be processed.

Color prints will reproduce well, and processing is usually faster—often one hour. What's most important is correctly exposed, shake-free images of clearly recognizable people, places, or things. Correct film speed may help your students get better pictures, too—choose film with an ISO number no lower than 200.

Photography Hints for Students

Be sure you know how to load and use the camera. If you are not sure, ask for a demonstration. If necessary, set the film speed. (The ISO number is listed on the film box and on the film itself.) Some cameras, usually labeled *DX*, will set the speed automatically—check the manual for details. Never go off on assignment without some practice. Here are some tips.

Hold the camera steady or you'll end up with a blurry photo.

Troubleshooting Hint:
If you get your pictures back and everything is blurry, chances are you moved the camera while pressing the shutter release button. If only the subject is blurry, the subject probably moved or you didn't have the subject in focus.

Squeeze the shutter release with slow, even pressure.

Troubleshooting Hint:
Take a big breath, let out half, then very gently press the shutter release.

Get up close.

Troubleshooting Hint:
Most 35mm cameras, even the fixed-focus types, will take a good photo at four feet (1.2 meters). Photograph people at about this range. Read the instruction manual to determine the exact close-focusing point.

Keep the background simple.

Troubleshooting Hint:
Put your eye as close to the viewfinder as possible when framing a photo. Then, look carefully at what's behind your subject. This will prevent you from ending up with a photo that shows a branch growing out of your subject's ear. Avoid taking photos when directly facing glass, such as a window or trophy case. The flash will reflect back, producing a huge glaring hot spot on your final photo. If you must take a picture with glass behind or as the subject, take the picture at a 45-degree angle to the reflective surface.

Use the flash.

Troubleshooting Hint:
Flash should *always* be used indoors and *often* outdoors to lighten shadows on your subject's face. Be sure you know how to operate the flash—even automatic cameras may require flash activation.

©1997 Good Apple

Take notes.

Troubleshooting Hint:
Have your notebook handy. *It's when you take the picture that you get information for the caption,* including full names of people; the order in which they appear, such as left to right; and other important information. It's a good idea to get a contact's phone number in case you have to call for additional information. Keep that number in your reporter's notebook.

In most cases, take pictures of people at eye level.

Troubleshooting Hint:
If you're trying to make some sort of photographic statement, you might experiment with pictures taken from different levels. Shooting a person from above makes the person appear smaller. Similarly, shooting from a low angle makes the person appear larger.

Take more than one photo of each scene.

Troubleshooting Hint:
Pros learn early to bracket exposure, which means taking one picture at the normal light setting, one slightly underexposed, and the other slightly overexposed. If your camera is automatic, you may not be able to try this technique. However, always take a second or third shot of each scene. This helps guarantee at least one perfectly exposed, clear shot.

Sports photography is a challenge. There are several techniques to help catch the action and make it dramatic at the same time. One is to look for the "peak action" of the activity. For example, if you wait until the instant the basketball player is at the peak of a jump, there will be a brief instant before he or she falls back to earth. That's when to snap the picture. Almost all fast sports include this brief instant at peak action; a hurdler at the top of a hurdle or a tennis player poised to slam a serve are good examples.

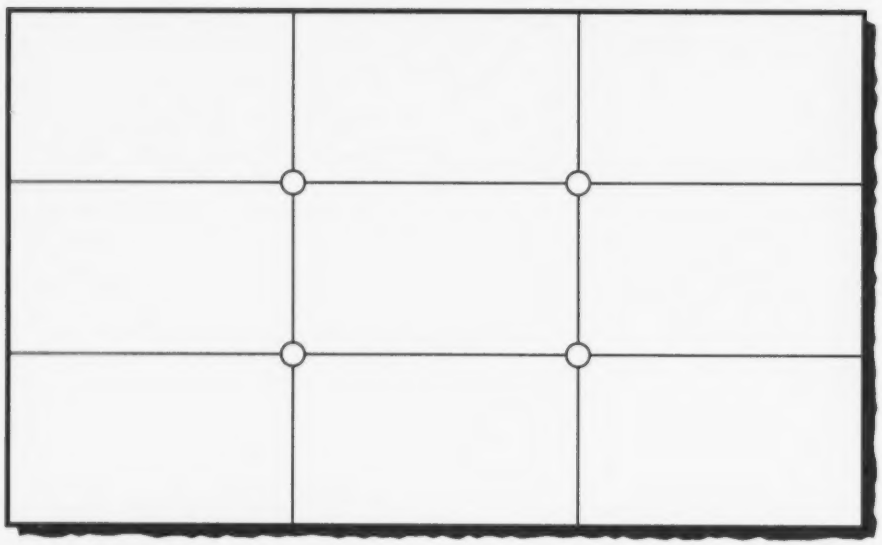
Troubleshooting Hint:
Always use the fastest (highest number) film speed available—400 ISO is good. And use flash when taking sports photos indoors, even if your camera says you don't need it. The burst of flash will help stop the action. Get as close to the action as possible. If you are farther than 20 feet away, your photo may be disappointing.

©1997 Good Apple

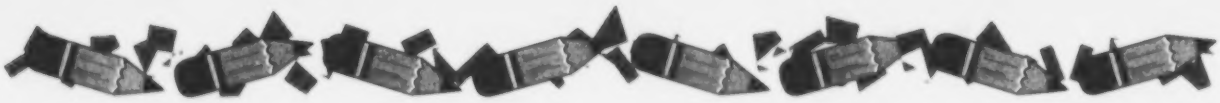
Composition—arranging the subject and other elements in the viewfinder in a pleasing fashion—is important. Sports photos are hard enough to capture without thinking about composition. But if you can, and your photo is part of a photo essay or feature, take the time to compose your picture.

Troubleshooting Hint:
To give your photos more life and impact, try shooting from different angles. Also, use the "rule of thirds," which says that you should try to place your main subject off-center as opposed to directly in the center of the viewfinder. Imagine that your viewfinder is divided into thirds by vertical and horizontal lines. Try to put your main subject where two of the lines intersect (see diagram). Normally, the subject should look into the photo, not into the border.

The Rule of Thirds



©1997 Good Apple



Generating the Newspaper

There are many ways of publishing your final product, and school newspapers seem to run the gamut. While each method may have advantages and disadvantages, desktop publishing is the hands-down favorite.

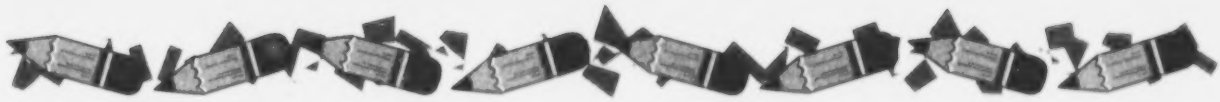
What follows represents a progression of publishing possibilities. Start wherever you feel most comfortable. Don't be surprised if your students are higher on the scale than you are!

1. Use a hammer, chisel, and stone to record the news. Slow, but absolutely permanent.

2. Use a manual typewriter and type directly onto what will be your camera-ready pages. A little faster than Number 1. A student or teacher does the typing. Replacing the manual typewriter with an electric one speeds up the process somewhat.

3. Use the old noncomputer cut-and-paste method—you or your students type individual articles using a typewriter or word processor and paste them onto layout pages within light blue-ruled margins (your proofs) for photocopying. This method is used by quite a few schools. If you paste or photocopy onto 11" x 17" (27.5 cm x 42.5 cm) paper, you create a newspaper that may be folded rather than stapled. This process introduces some interesting pagination exercises and also requires that the paper have an even number of pages. There can always be a loose 8 1/2" x 11" (20 cm x 27.5 cm) insert so that the total page count needn't be a multiple of four.

4. Use the computer-generated cut-and-paste method, where students input their individual articles on computers and you or an editor use the cut-and-paste feature of your computer software to arrange the articles on final pages ready for print-out and reproduction. This method is used by most schools. Ideally, the entire process is done by students, with the teacher remaining in an advisory capacity. Students save their articles on disks, and editors create the layout by importing each article into the final document. The entire staff helps proof, edit, and revise before the paper is printed. One extremely popular software program is *The Writing Center,* published by The Learning Company. It's easy to use and amazingly sophisticated.



Funding the Newspaper

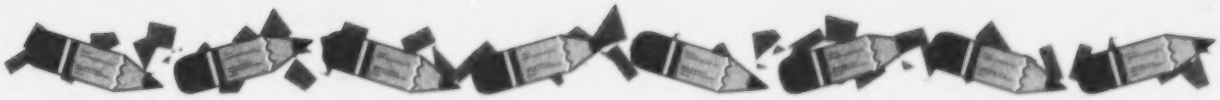
Raising the funds to support your newspaper may or may not be a challenge, depending on your school's finances. You and your student business manager should begin by preparing a budget, using the work sheet on page 69. The least expensive newspapers are photocopied right on the school copier with no expense billed to the classroom. The most expensive are sent out for halftone conversions, printing, folding, and collating. Assuming all school papers will need some funding, here are some possibilities.

Try for full or partial funding in the school budget. Use the justifiable argument that publishing a newspaper will be an important part of your language arts program, and students will learn real-life skills and will produce a wonderful public-relations tool for the school.

Sell subscriptions. Many schools like to distribute their newspapers for free, but some sell yearly subscriptions or individual copies.

Sell copies from a newspaper box at a neighborhood store or in your school lobby. Some city newspapers might be willing to donate a used coin-operated paper box for your use. Paint the box and print new signs, using your school's laser printer. Your students will take pride in seeing their paper being made available to the general public.

Sell subscriptions to students' grandparents and mail these issues out first class. Grandparents will love seeing the work of their grandchildren. Often, parents will sign up the grandparents and pay for the subscriptions themselves.



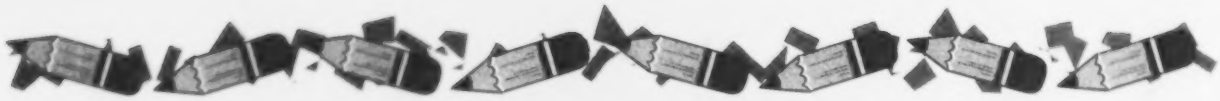
- Sell advertisements. This can be a large source of income, but it can also take up a great deal of space and time.

- Sell underwriting. Instead of ads, ask parents and businesses to be underwriters. List their names in a box in each issue stating that the newspaper is supported in part (or in whole) by the following friends and businesses.

- Apply for grants. They take time to write but could provide complete funding for your paper. See the resource list on page 76 for more information.

- Hold bake sales and the other usual fund-raising events. Enlist the help of PTA members. They are usually fund-raising experts and may be willing to help fund the newspaper.

- Invite underwriting by a local newspaper or print shop. If you are extraordinarily fortunate, you may find that your local newspaper or printing company will print your paper for free. It's great publicity for them. If they aren't willing to print at no charge, they may do the work at a fraction of the usual cost. Ask.



Budget Work Sheet

Use this work sheet to estimate the funding needed to publish your newspaper. Estimate the number of issues you wish to publish and multiply the total production and distribution costs by that number. Add this to total start-up expenses to reach your grand total.

Start-up Costs

Software (clip art, desktop-publishing program) $ _____

Hardware (computer, printer, scanner) $ _____

Office Supplies $ _____

Other Purchases (camera, film) $ _____

Total Start-up *(1)* $ _____

Production Costs (per issue)

Photography (film, developing) $ _____

Halftone conversion $ _____

Printing, folding, collating $ _____

Total Production *(2)* $ _____

Distribution Costs (per issue)

Postage and envelopes for mailing newspaper *(3)* $ _____

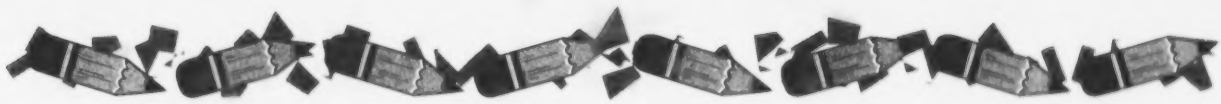
Total Production + Distribution *(2)+(3)* **$** _____

Total Cost per Issue *(2)+(3)*
x Number of Issues to be Published **$** _____

+ Total Start-up *(1)* **$** _____

Grand Total **$** _____

©1997 Good Apple



Other Publishing Ideas

Publishing a newspaper is time-consuming. But once you and your students get the hang of it, it will almost run itself. As you develop systems for handling the details, you will find that students are able to do more and more of the work themselves. So if you've found that you have a little time to spare and the kids are chomping at the bit to write and publish, you may wish to consider some of the following.

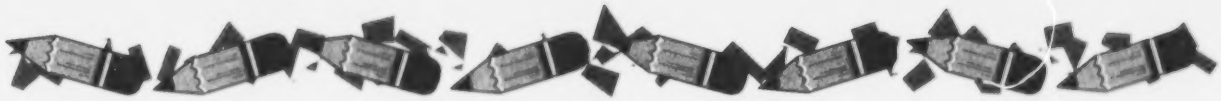
Desktop Publishing Company

Form a publishing company and give it a name, such as Generation5 Publishers, which refers to the fifth grade. Like the newspaper, this becomes a business run by students. Create a marketing team to get the word out to teachers and other staff members that you're in business and can provide useful services at no charge. Sometimes the customer may wish to provide special paper.

Obtain software such as *Print Shop Deluxe*, word processing and drawing programs like *ClarisWorks* and *Avery MacLabel Pro*, and a CD-ROM overflowing with computer clip art. With those programs and a laser printer, students can create professional-quality name labels, letterhead, thank-you notes, name badges, business cards, grading rubrics, membership cards, flyers, admission tickets, and dozens of other things. Try to avoid any business that involves a tremendous amount of text—it is hard for kids to proofread everything. These services are appreciated by the teachers, and the work is visible throughout the school. Often you'll find two or three students who are accomplished enough to serve as the instructors.

Student Yellow Pages

This is published once or twice a year and contains services that students themselves can offer. Invite your newspaper staff to develop a form to distribute to the entire student body. Provide a place on the form for parent signatures before accepting "advertising" in your Yellow Pages. Like the real Yellow Pages, you can list categories, such as card-collection traders, tutors, computer wizards, pet sitters, and so on. Students fill out the forms, return them to your staff, and then the staff publishes the newest edition of your school's *Yellow Pages Directory*.



Class Newsletters

There is nothing new about class newsletters that go home weekly. Many teachers fret over this type of good communication tool each time they sit down at the keyboard. Well, fret no more. Assign two or three students to be class newsletter editors for each issue. Set a deadline, explain what you want in each issue, and leave the rest to them. It will become a contest of sorts to see which group of editors can come up with the best newsletter. Keep the same title each week. You may want to design the masthead yourself so that students need only write, edit, and lay out the articles. Not only will they get extra practice in writing, layout design, and editing, but your students' parents will appreciate the home-school communication.

Special Issues of the Newspaper

If you can't manage enough time for regular issues of a school newspaper, try a special edition newspaper once or twice a year. Possibilities include the following.

1. Moving Up issue: For example, a middle school sixth grade class could write and publish a special newspaper for incoming fifth graders.
2. Welcome to Our School issue: This is a wonderful public-relations tool written by your students. This special publication would include everything a new student, teacher, family moving to town, or school visitor would need or want to know about the school.
3. Newspaper of the Future: Print creative articles on what students think school will be like in the future. Pick a date—any date—for reference, and let them take off. It will be an interesting issue to write, fun to read, and perfect to place in a time capsule for future reference.

Assessment

Assessment Sheet—Copy

Issue Date_____ **Page Number**_____

Article Headline_____

Staff member(s) responsible for this article _____

_____

_____

✓+ Excellent	✓ Good	✓– Not meeting standards

_____ **H**eadline (good choice of words)

_____ **L**ead sentence sets the tone.

_____ **A**rticle answers five *W*s.

_____ **A**rticle contains accurate information.

_____ **A**rticle has good closing.

_____ **S**pelling

_____ **P**unctuation

_____ **A**rticle follows style sheet.

_____

_____

Final Grade _____

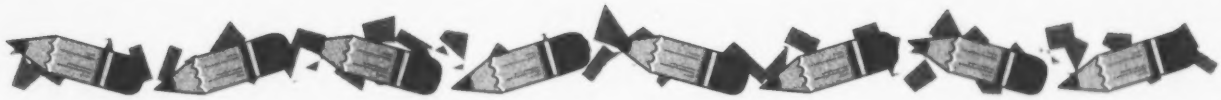
Notes_____

_____

_____

_____

©1997 Good Apple



Assessment Sheet—Page Layout

Issue Date _____ **Page Number** _____

Staff member(s) responsible for this article _____

_____

_____

_____

✓+ Excellent ✓ Good ✓– Not meeting standards

_____ **H**eadlines are boldface and centered.

_____ **B**yline is centered and not boldface.

_____ **P**age includes at least one graphic.

_____ **G**raphics are appropriate.

_____ **O**verall layout is neat and attractive.

_____ **P**age number is in proper place.

_____ **M**argins meet guidelines.

_____

_____

_____

Final Grade _____

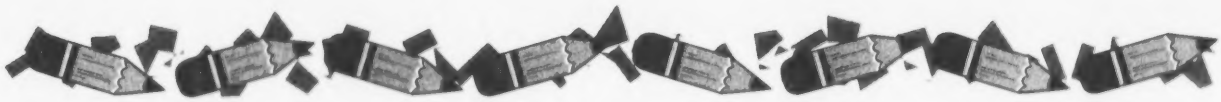
Notes _____

_____

_____

_____

©1997 Good Apple



Assessment Sheet—Copy and Layout

Issue Date _____ **Page Number** _____

Article Headline _____

Staff member(s) responsible for this article _____

_____

_____

✓+ Excellent ✓ Good ✓– Not meeting standards

_____ **H**eadline (good choice of words)

_____ **L**ead sentence sets the tone.

_____ **A**rticle answers five *W*s.

_____ **A**rticle contains accurate information.

_____ **A**rticle has a good closing.

_____ **S**pelling

_____ **P**unctuation

_____ **A**rticle follows style sheet.

_____ **H**eadlines are boldface and centered; byline is not boldface.

_____ **P**age includes at least one graphic; captions are used for graphics.

_____ **D**esign of page is pleasing (proper margins, page number in correct location, white space is appropriate).

_____

Final Grade _____

Notes _____

©1997 Good Apple

Organizations

National Elementary Schools Press Association (NESPA)
Carolina Day School
1345 Hendersonville Road
Asheville, NC 28803
(704) 274-0758 Ext. 397

NESPA offers help for elementary and middle schools that publish or are planning to publish school or class newspapers. NESPA publishes a newsletter *(Nespaper)*, articles for syndication by students of member schools, and a membership roster. Sharing of newspapers is encouraged.

Journalism Education Association
Kansas State University
103 Kedzie Hall
Manhattan, KS 66506-1505

Offers help primarily for high schools. Publishes a newsletter *(Newswire)* and membership directory. Has a well-supplied catalog filled with books on all aspects of publishing, including newspapers, magazines, and yearbooks. Plenty of how-to information for desktop publishing.

Newspapers in Education (NIE)
RC Anderson Associates, Inc.
P. O. Box 300
Pittsford, NY 14534

NIE works through local city newspapers and schools by providing teaching materials to go along with regular deliveries of city newspapers. While their primary focus is to help teachers use the local newspaper as a teaching tool, schools can learn all about newspapers through the service. Each NIE city newspaper has an NIE Manager–School Coordinator, who can arrange tours of the newspaper plant and editorial and publication offices as well as provide other learning materials through the NIE newsletter.

The Writing Company
P. O. Box 802
Culver City, CA 90232-0802
1-800-421-4246

The Writing Company is a division of Social Studies School Service. They publish a free catalog on writing, including a full service journalism source catalog, which contains hundreds of listings.

National Scholastic Press Association
620 Rarig Center
330 21st Avenue South
University of Minnesota
Minneapolis, MN 55455

NSPA offers help primarily for high schools and colleges. Sponsors a national judging service for school newspapers and yearbooks.

Books

Associated Press (AP) Style Book
Style Book
AP Newsfeatures
50 Rockefeller Plaza
New York, NY 10020

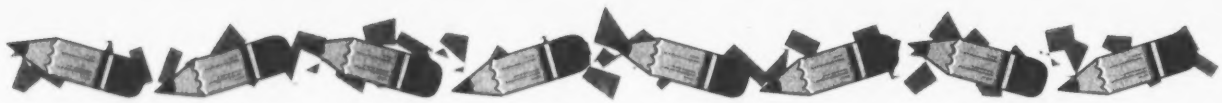
The bible for newspaper editors nationwide—offers much for elementary and middle-school newspaper advisors as well. Contains definitive answers to just about any grammar, punctuation, capitalization, forms-of-address questions you might have.

The Advisor's Companion
by Robert Greenman
Columbia Scholastic Press Association
Box 11, Central Mail Room
Columbia University
New York, NY 10027-6969

Offers plenty of help and in-depth advice geared mostly toward high school and college newspaper advisors. Good manual for journalism courses.

Grant Writing for Teachers
by Linda Karges-Bone
Good Apple
299 Jefferson Road
Parsippany, NJ 07054-0480

An easy-to-understand primer in writing grant proposals. Goes through the entire process from idea to budgeting to sample work sheets.



Software

Listed below are several excellent software programs you may not be familiar with. All these programs will work with standard word processing programs, such as *Microsoft Word* and *ClarisWorks*.

T-Maker
P. O. Box 2067
Secaucus, NJ 07096-2067
1-800-986-2537

Offers a whole range of clip art software to enliven your newspapers. Images can be imported in different formats to work with your word processing or page layout programs.

Dynamic Graphics, Inc.
P. O. Box 1901
Peoria, IL 61656-3592
1-800-255-8800

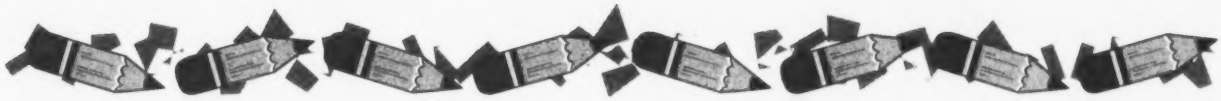
Offers a full range of computer-generated clip art on both disk and CD-ROM.

Centron Software
Centron Software, Inc.
1500 Highway 15-501 North
Southern Pines, NC 28387

Centron makes *Crossword Maker* and *WordSearch Creator,* two easy-to-use programs for livening up your newspaper.

Staz Software
11A Leisure Time Drive
Diamondhead, MS 39525-9903
(601) 255-7085

Staz publishes *Classroom Publisher,* a wonderful way for students to learn the basics of desktop publishing before moving up to something more complicated. It's not a bad way for teachers to learn either! The program includes many ready-to-use templates and computer clip art especially geared for school use.



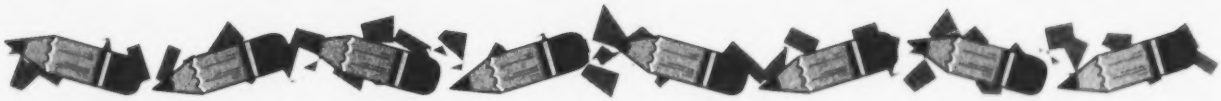
Software (Cont.)

The Learning Company
6493 Kaiser Drive
Fremont, CA 94555
1-800-852-2255

The Learning Company publishes several excellent software programs, including *The Writing Center.* Upper elementary and middle school students can publish a newspaper using this software with absolutely no problem. In addition to *The Writing Center,* The Learning Company also publishes *The Children's Publishing and Writing Center, Student Writing and Publishing Center,* and *Student Writing and Research Center.*

Avery Label Company
20955 Pathfinder Road
Diamond Bar, CA 91765-4000

Avery publishes *Avery MacLabel Pro* for Macintosh computers and *Avery Label Pro* for IBM compatibles. These programs offer dozens of templates to match the line of Avery labels. It's a wonderful solution for creating individualized press badges, and you're sure to find other uses in your busy press room including mailing labels for your subscribers.



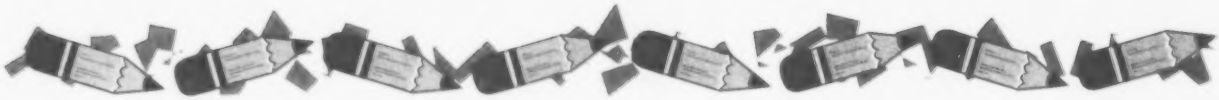
Specialty Papers

Most school newspapers are printed on standard-size copy paper. However, the following companies offer paper designed especially for newsletters and newspapers that add real pizzazz to your product. In addition, there are papers for hundreds of other uses. Write for their free catalogs and samples.

Paper Direct
205 Chubb Avenue
Lyndhurst, NJ 07071
1-800-272-7377

Queblo
1000 Florida Avenue
Hagerstown, MD 21741
1-800-523-9080

Idea Art
P. O. Box 291505
Nashville, TN 37229-1505
1-800-433-2278



Notes

KIDS IN PRINT

Publishing a School Newspaper

by Mark Levin

Have you been looking for a handbook that contains everything you need to know to start a student newspaper in your school? Are you a newspaper advisor in need of some-teacher-tested tips? Whether your school newspaper is a dream or a reality is a book you should have at your fingertips. Hints on organizing teaching journalism skills layout and publication—plus a variety of student reproducibles and a handy glossary to help motivate real-life writing experiences—are all included in this informative resource by the creator of NESPA the National Elementary Schools Press Association. Let Good Apple help you get your For grades 5-8.

Mark Levin holds degrees from the University of North Carolina at Chapel Hill and Goddard College in Plainfield Vermont. He has taught middle school upper elementary school and served as a K-8 specialist. He currently teaches fifth grade at Carolina Day School in Asheville N.C. After several years of publishing a school newspaper Mark created and launched the National Elementary Schools Press Association (NESPA) a national clearinghouse for all elementary and middle schools wishing to start or refine school newspapers. Mark lives with his wife Bobbie and a variety of family pets in Columbus N.C.

GA 1571
ISBN 1-56417-661-4

Good Apple
299 Jefferson Road
P.O. Box 480
Parsippany NJ 07054-0480

ISBN 1-56417-661-4
9 781564 176615

BEST COPY AVAILABLE